









## Racial awareness study taken among seven to 10-year-olds

### Black children wish they were white

by David Lister

Most black primary schoolchildren wish they were white, according to new research.

More than 500 children in 16 primary schools in London and Yorkshire were interviewed in a study of the development of racial awareness in British primary schoolchildren.

The children, aged between seven and 10, were shown three photographs of other children of the same age: one of a white child, one West Indian and one Asian. They were asked two questions: "Which one looks most like you?" and "If you could choose, which one would you most like to be?"

While over 80 per cent of all the children correctly identified their own ethnic group in the first test, the response to the question on which ethnic group the children would prefer to belong to brought sharply different responses from white and black children.

Over 86 per cent of the white children preferred their own group in the pictures, but overall, less than half the West Indian and Asian children made own group choices. Among the seven-year-olds questioned, less than 40 per cent of West Indian and Asian children said they would prefer to be like the children from their own ethnic group if they had the choice.

The researchers, Mr A. G. Davey

of Newcastle University and Ms Vioronica Norburn, research associate at the London University Institute of Education, conclude: "Although the minority group children strongly identify with their own ethnic group, at the same time they are in no doubt as to who has the favoured place in the social pecking order."

Commenting on the discrepancy between the results from the identification and preference tests, they add: "It is in the crevice between the heightened sense of personal identity and the sharpened perception of relative status that the seeds of inter-group hostility will germinate."

The test results also show that the two minority groups have little desire to be like each other. Only 4 per cent of the Asian children chose the West Indian photograph and less than 5 per cent of the West Indians chose the Asian child. Overwhelmingly their preference was for the picture of the white boy or girl.

The children were interviewed in pairs. The children were asked to sit next to or invite home. Only a minority wished to confine their friendships exclusively to members of their own group. From a total of 228 children asked these questions, 66.5 per cent preferred to have some "other-group" friends. The sentiment was most pronounced among the West Indian children (78.5 per cent) and least

often expressed by the Asians (55.4 per cent) with the white children falling in between the two (63.6 per cent).

The researchers devised further tests to "determine the children's feeling towards other groups relative to their own". These tests included requiring the child to share sweets among photographs of children from the three ethnic groups and to assign cards saying "These are clever people" and "These people make trouble" next to pictures of adults from the three ethnic groups.

The researchers conclude from these tests: "The white children showed a greater readiness than either of the other two groups to assign the favourable attributes exclusively to themselves. In contrast, the West Indian and Asian children described both their own group and the whites in attractive terms and reserved the derogatory statements for each other."

"However, neither of the minority groups was agreed that the whites were more attractive than themselves, but both were feared by each other. In other words, they concurred with the whites' damaging view of the other minority but not with the whites' image of themselves."

The research is reported in the current issue of *New Community*, the journal of the Commission for Racial Equality.

## Contraceptive commercial hit by X certificate

by Diane Spencer

A commercial planned by the Health Education Council to improve teenagers' knowledge of contraception was never made because cinema owners said they would refuse to screen it unless it had an X certificate.

After reading the script the Cinematograph Exhibitors' Association ruled it unsuitable for the target audience of 14 to 17-year-olds. It claimed that parents would object to the film's content and in any case it thought that educational advice was not the proper function of the cinema.

The British Board of Film Censors, on the other hand, said the film should have an AA certificate as it was a "worthwhile public service advertisement".

The script was written six months ago and featured a 60-second scenario of a romantic meeting between a boy and girl in a disco, the girl's discovery of her pregnancy, then the dire consequences which follow as the boy's friends and his motor bike and both forget their holidays. Finally, a friend points out the advantages of contraceptives or indeed of saying: "No".

The script was also shown to the Independent Broadcasting Authority which approved it and to individual television companies which had varied responses. Some approved, subject to it being shown after 9

pm, while others felt viewers would have strong objections.

The Health Education Council in its annual report published last month noted that last year there were 200,000 unplanned pregnancies and commented: "Responsibly organizations like the HEC are penalized and prevented from conducting informal education of the most responsible kind on a topic where the need for it is distressingly obvious."

A spokesman for the council said this week that the whole matter was in abeyance as the council was awaiting the results of research on audience reaction to contraceptive advertising now being carried out by the BBA. If the results were favourable it might be possible to run a television campaign instead, he said.

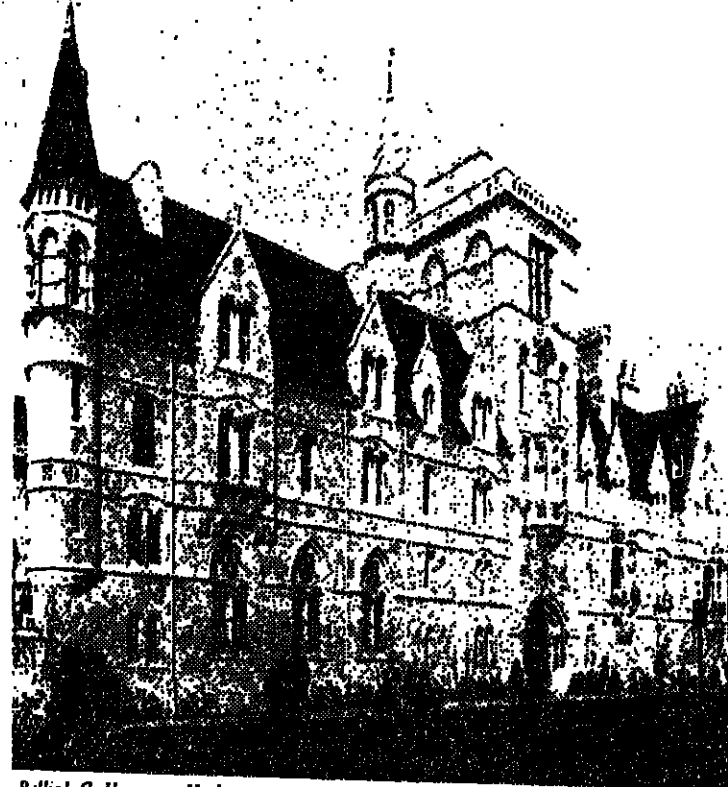
Contrary to popular belief, boys and girls do not know all the "facts of life", say the National Marriage Guidance Council. Every year 20,000 girls become unmarried mothers; another 30,000 have an abortion.

The council has just published a booklet which answers many factual questions on sex and discusses emotional and moral problems. It also contains a reading list and the names and addresses of local organizations.

Called *Girls' and Boys' Questions Answered*, it cost 50p and can be obtained from NMGC, Bocking, Herbert Gray College, Little Chard Street, Rugby.

## Norrington League table shows higher education trends. Biddy Passmore looks at the results

### State school students take top awards at Oxford



Balliol College—all-time record.

Oxford's oldest college—University—has come top of this year's Norrington League, the table of college degree results.

However, although its 31 firsts put it well ahead of the other colleges, it has not managed to beat Balliol College's all-time record of 33, achieved in 1974.

The league, which was named after its inventor, Sir Arthur Norrington, a former president of Trinity College, is drawn up by awarding colleges three points for a first class degree, two for a second class and one for a third. It is unofficially accepted as a fair indicator of the academic achievement of individual colleges.

This year, the top six are University, Hertford, New, Magdalen, St John's and Balliol. Last year's winner—Merton—has slipped to tenth place.

But a rather different picture emerges if each college's percentage of first and second class degrees is calculated. On this reckoning, the top six are St Catherine's, Lincoln, St Anne's, Keble, University and Somerville.

The fact that mixed colleges have done better than single sex colleges in the Norrington League table has no significance, since only a handful of colleges had gone co-educational by 1976-77, when this year's graduates started their studies. Of the top six, for instance, only Hertford was already mixed.

However, the four colleges that are still digging in their heels and refusing to admit the opposite sex are St Anne's, St Hugh's, Somerville and St John's. St Anne's, which might well do worse than the others in future because they are becoming less popular. All four have fallen behind with their applications for this autumn, with Oxford and St Hugh's especially hard

RESULTS TABLE				NORRINGTON TABLE			
Colleges	1st	2nd	3rd	Colleges	1st	2nd	3rd
Balliol	21	61	15	100	209	306	69.7
Brasenose	12	60	19	91	175	274	64.1
Christ Church	12	47	21	120	211	360	61.2
Corpus Christi	11	41	8	69	121	180	68.1
Exeter	11	60	15	86	164	233	65.1
Hertford	21	60	8	89	194	267	71.5
Jesus	17	62	11	90	186	270	68.9
Keble	19	92	10	121	251	363	69.1
Lady Margaret Hall	10	90	12	112	222	336	66.1
Lincoln	10	50	5	65	135	197	69.2
Magdalen	20	76	10	106	222	318	69.4
Merton	13	49	9	71	146	214	68.1
New	25	75	12	112	237	376	70.5
Oriel	10	51	20	112	162	243	64.4
Pembroke	7	75	13	93	184	285	66.7
Queen's	11	67	11	89	173	267	66.7
St Anne's	10	96	9	113	231	343	67.0
St Catherine's	12	101	8	121	216	363	67.8
St Edmund Hall	7	91	10	111	219	333	65.8
St John's	9	81	12	102	201	306	65.7
St Hugh's	9	36	10	105	209	315	66.3
St John's	18	70	9	97	201	291	69.8
St Peter's	11	61	11	85	173	255	64.7
Somerville	9	85	9	101	204	309	66.7
Trinity	8	76	9	77	145	219	66.2
University	31	67	9	105	232	315	71.7
Wadham	11	77	13	101	206	309	66.7
Worcester	12	70	10	92	186	276	67.4
Total	342	2000	318	2700	3461	5100	67.5 ave

\* Equal places

ht. Oriel College is already sitting at the bottom of the Norrington League this year.

For the first time ever, more pupils from state schools and colleges have been awarded places at Oxford this year than from independent schools.

But of a total of 2,811 successful applicants, 1,390 (49 per cent) are from the maintained sector and 1,421 (50.5 per cent) from the independent sector.

At Cambridge, the proportions are 48.5 per cent and 50.5 per cent respectively. However, last year's A level results may reduce the proportion of

entrants from state schools, more of whom are dependent on conditional offers than independent school pupils, who tend to take the special entrance examination after their A levels.

The gradual increase in the number of pupils from state schools in recent years is largely due to the greater intake of women students (there are fewer private schools for girls than boys) and the increased use of offers conditional on A levels. Hertford College—second in the Norrington League for two years running—was a pioneer in this field and now accepts about 80 per cent of its annual intake in this way.

## Big spenders promote careers

The cost of just one advertisement this week for a one-year course run jointly by an English and a Scottish university will work out at more than £50 per student even if the course is fully subscribed.

The advertisement was placed on the front page of a national daily during a week when educational institutions spent an estimated £50,000 on publishing courses in national newspapers.

Most ambitious bid for publicity was made by Newcastle Polytechnic and Robert Gordon's Institute of Technology, Aberdeen. They paid more than £800 to advertise on the front page of *The Guardian* their 30-week postgraduate diploma in offshore materials and corrosion engineering.

Mr Raymond Leslie, academic registrar at Robert Gordon's, said they expected about 15 students on the first year, to begin next month. The number would probably rise to 25 in subsequent years.

This is the week classified advertisement managers traditionally run their hands at the spectacle of higher education institutions queuing to place their "Now what are you going to do with/without those A levels?" followed by "Grimtown Tech" is offering a three-year, thin sandwich in bucket-baiting."

Mr Leslie said this week is clearly the North East London Polytechnic. "Naturally it's NEPLP," heads a list of courses covering a box seven inches by five, placed in several quality papers at a cost of over £15,000 each. It is one of the very few institutions to offer a 24-hour answering service.

Critical observers of retrenchments in higher education detecting a certain feverishness in NEPLP publicity activities may associate it with a working party's proposals a few months ago for a reshuffle of HEFCE estimated would lead to more than 200 lecturers losing jobs.

Though reduction is not now likely to be on this scale one else, as Walsingham Forest, seems likely to be abandoned and the number of faculties reduced from eight to six.

Other institutions placing adverts costing around four figures each are North Staffordshire Polytechnic and those of Teesside and Sunderland, together with the Ralling Institute of Higher Education. North Staffordshire also runs the phone round the clock but Teesside only from midday to 7 pm.

Bert Ludge



Marchers demonstrating for a seal products ban in Britain on their way to 10 Downing Street.

## SEO chief calls for wide council reform

Vital changes are needed if education is to survive happily in the next decade in its present local government framework, Mr George Cooke, secretary of the Society of Education Officers, said this week.

Mr Cooke who was former Chief Education Officer of Lincolnshire, was addressing the Plowden conference in Bishop Grosseteste College, Lincoln.

He urged that education authorities should reflect local community interests; they should not merely be district branches of national political parties; they should become more concerned with services money and management problems; they should be prepared to accept that specific grants might be needed to achieve minimum national accepted standards in staffing and curriculum changes; and they should return to the old kind of relationship based on mutual regard and trust which existed among members, professionals, parents and the community.

"Without all that, local government does not have a prayer for the

1990s", Mr Cooke warned. He challenged the notion that because our local government system had worked well for the past 30 years it would be right until the end of the century. "Let's start a new debate", he urged.

He outlined some alternatives to the present system: elected single purpose authorities along the lines of a directly elected version of the Inner London Education Authority, elected school boards on the United States model, part elected and part nominated boards as in Northern Ireland, or a system similar to the organization of the Health Service.

"We have to convince local councillors that if they do not care about their services they will lose them as they lose control of the Health Service because the medical profession refused to contemplate the unification of the service within the local government framework."

"Please do not underestimate your influence as opinion-makers," he told the audience largely of teachers and advisers. "Half a million well-informed, articulate professional people have a lot of

political clout if they know what they want."

Teachers have not done enough to project their image or defend their achievements, he added.

Mr John Horrell, chairman of Cambridgeshire Education Committee, also criticized teachers for failing to give the public a proper idea of the achievements of the education service.

"There are exciting developments, but that is not what the average guy is believing at the moment, and unfortunately industry is still not believing it either", he added.

He condemned the "howls of protest" from teachers whenever a school closure was proposed even though there was a good alternative for the children and it was often the lesser of two evils.

Mr Leonard Marsh, head of Bishop Grosseteste College, said the standing of the profession had been damaged ever since it was suggested in Burnham negotiations that the commitment of the teacher was limited to five hours a day.

described as a "retrograde step" by local councillors, has come despite the lack of any objections from parents or others to the Department of Education.

In a letter to Shropshire county council last week Mr Mark Carlisle, the Education Secretary, said the £985,000 cost of reorganizing three schools in Newport along comprehensive lines did not "represent a wise use of resources in the current economic circumstances". He had not been persuaded "that the educational arguments justify such a level of expenditure".

## Act will stamp out board manipulation

by Sarah Bayliss

Dr Rhodes Boyson, junior minister for higher education, said this week the 1980 Education Act would help prevent "ruthless" political manipulation on school governing bodies.

Dr Boyson was referring to a case last year when the London borough of Haringey sacked three Labour-nominated governors from Cregisley School after they refused to vote in favour of discussing support for a school caretakers' strike.

The local ombudsman has subsequently found Labour-led Haringey guilty of maladministration for the way in which it replaced the offending governors without even warning them they were being removed.

"Parents must be horrified to learn that during the 1970s the winter of discontent" government who opposed the closing of the school were ruthlessly dismissed," Dr Boyson told a Conservative meeting in his constituency of North.

He continued: "Even worse replacement was a member of the very unit responsible for the closure of our schools."

Parents were weary of the "political education" being the thing of narrow political prejudice. But the new Education Act gives parents and teachers the right to elect representatives as school governors, would correct this type of political manipulation.

"Parents will remember what they come to the ballot box as electors they can uphold or reject this type of irresponsible political behaviour," he said.

The ombudsman's report was considered by Haringey Council and general purposes committee and an appeals procedure for school governors is expected to be introduced.

Mrs Nikki Harrison, chairman of education and committees, stressed that the Labour-led Haringey had never taken a vote in support of the caretakers' strike which had paralysed the school throughout the borough last year.

She added that Mr Barnes, a member of NUPPE, the caretakers' union, had indeed been appointed as a new governor at Cregisley school, but he was a Labour councillor, democratically appointed

## Teachers' salaries table

Teachers' salaries in detail after the arbitration award announced earlier this month.

Salaries for heads and deputy head teachers were published in the TES two weeks ago.

Notified pay from January 1		Revised salary from September 1		Qualified teachers scales					Special schools																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																									
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## NEWS

## In brief

## Meals staff told to 'sign on'

Women who lose their jobs because of the Government's spending cuts are being urged to register as unemployed by the National Union of Public Employees.

The union, whose members include nursery nurses, school cleaners and dinner ladies, claims the true unemployment figure is about 300,000 or 400,000 higher than the 1.9 million announced.

Mr. Alan Fisher, the union's general secretary, said there were no alternative jobs for "the thousands of school meals staff thrown out of work by cuts".

## Work experience

A guide to work experience opportunities has been published by the Ceramics, Glass and Mineral Products Industry Training Board. The booklet gives details of schools and companies wanting to participate in work experience schemes in the industry.

## Pledge on sex

Clywd County Council have rejected NALGO's request to include a clause saying that no one will be discriminated against because of their "sexual orientation" in any contract of employment for their members. The local branch is following national NALGO policy.

## New president

Mr. Derek Giddell, head of the department of hotel and catering studies at Sheffield Polytechnic, will be inaugurated as the new president of the Hotel Catering and Institutional Management Association in the Guildhall, London, next month.

Red tape disqualifies candidate who moved for job experience  
No grant for would-be student who preferred work to the dole

by Sandra Hempel

A would-be student has been denied a grant because he had preferred to work rather than spend a year on the dole.

Mr. Richard Crowther was due to start a two-year course in community and social work at Manchester Polytechnic this September. He was offered his place 18 months ago with the suggestion that he gain some practical experience before starting the course.

He registered for temporary work at the employment exchange in Chesterfield, Derbyshire, where he was born and where he has lived for most of his 21 years, but was offered only "time-filling" jobs such as work as a petrol-pump attendant. "It was either that or the dole", he said.

He then found a job as a house-painter in Reading which he thought would give him the required practical experience. The decision to

work for Berkshire County Council meant, however, that he no longer qualified as a resident of Derbyshire and therefore loses his right to a discretionary grant.

The DES regulations define residency for a person living in the area of more than one authority within the 12 months leading up to the start of a course as being that in which he or she was resident on the last day of October, February or June—depending on the month that starts the academic year.

The two authorities concerned, however, disagree as to what constitutes residency.

"As Mr. Crowther has spent most of his time out of Derbyshire in the past year he cannot really be said to be resident here", said a spokesman for Derbyshire Council. "The irony is that if he had gone abroad there would have been no difficulty. He was unfortunate in going to Berkshire instead of Wogan Wogan."

Now Mr. Crowther's father is to write to Chesterfield MP, Mr. Eric

Varley. Derbyshire's education department will contact its counterpart in Berkshire and Manchester. Polytechnic is to reserve a place for Mr. Crowther on next year's course.

Mr. Crowther is not hopeful of getting a grant in time for this year but hopes to take his course in 1981, although he will not spend his time on the dole or in a "time-wasting" job in Chesterfield if that is the only way to qualify as a resident.

"I shall probably go abroad if the problem is not sorted out," Mr. Crowther said. "I have fallen between about three bureaucratic stools."

Following a decision to stop support for several courses including ballet and graphic design, Gateshead council has received appeals from 25 students.

Some of the students will start their courses in September before the council has considered their appeals for discretionary grants. The asking of grants for several courses is the result of cuts in the education budget.

## Change no aid to handicapped says ACE

The Advisory Centre for Education has attacked the Government White Paper on special education as "an insult to handicapped students and their parents".

It is hard to see how changes in the law proposed in the paper would have any measurable beneficial effect on the educational opportunities offered to handicapped children, ACE said.

Britain already lags behind the United States and Scandinavia by perpetuating and tacitly encouraging segregated education for handicapped children and by denying parents access to records and reports on which decisions on schooling are based, it claims.

The White paper does nothing to advance the cause of integration and might have set it back. "It is an open invitation for recalcitrant local education authorities which have done nothing to end segregation to continue to do nothing."

## NEWS FEATURE

In the summer, a holiday study course in France beats the hard slog of learning conjunctions

## French without tears

If you want to be fluent in another language, choose bilingual parents; for the rest of us it is a slog. Most people have a go at French and in the examination season are busy chanting indispensable such as conjunctions taking the subjunctive. But memorizing *bien que... soit* is still a long way from talking about anything that matters to anyone French.

There's reason enough to try. A glance at the job column shows that with good French you'll never be unemployed—or poor. And there is the vision of yourself, casually picking up the phone to take the Paris call... filling the gap between *bien sur* and *D'accord* with incisive Gallic wit. But how to make the leap?

One answer is to learn the conjunctions, but come summer, forget all about language and go on

long tables under the trees, afternoons on the beach with guitar and folk songs, cycling, tennis. Excursions figure in course descriptions: by boat to picnic on an off-shore island or a day at a festival like Arles or Avignon. Finally, there's a wide choice of age groups. In some grandmothers and teenagers rub shoulders, but on others everyone is between say 14 to 16 or from 18 to 30.

In music and dance alone, there are 202 separate courses during July and August. Some concentrate on ballet, jazz, modern, folk, tap or gaité and quadrille. On others you can make a guitar or an electric synthesizer or play baroque lute 10 days to a fortnight and the cost averages about £60 a week—*all in*.

If you're young, play an

theatre games and improvisation. The *Comédiens Mimes de Paris* give a weekly course in mime for anyone over 13. The *École Nationale du Cirque* have a summer school juggling, clowning, acrobatics in the South with a curriculum of trapeze and high wire work.

If your interest is in visual arts, there are literally hundreds of ateliers open to you in beautiful rural surroundings. You can sketch, paint, engrave, litho, print, weave, sculpt, screen print. Crafts are numerous; you can come home knowing how to make your own leather sandals or copper jewelry or carrying hand-carved marionettes. In the photography courses most centres have an assortment of cameras and lenses on loan for location shooting as well as the usual studio and darkroom facilities.

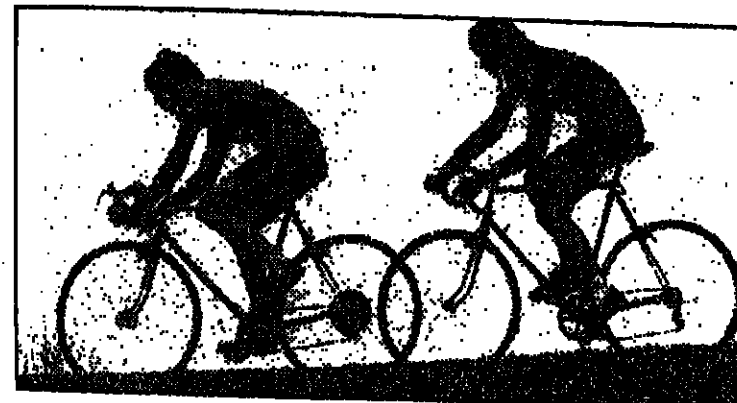
Should your view of "holiday" mean sports try the French youth hostels—Auberges de Jeunesse. On the Mediterranean at Le Trouas near San Raphael anyone more than 14 can learn to sail, to sail-board or to skin dive. Another course at Concarneau in Brittany will take a total beginner who can swim 50 yds and turn him into a competent dinghy sailor in a fortnight. You spend at least six hours every day on the water—usually in a Catavelle. Should you be experienced you can learn to race in 470s or try cruising.

Near Serre Chevalier in the Alps, a group of 12 will "canoe-kayak" the same place has introductory mountain climbing. More than 20 courses offer life in the saddle. One in the Dordogne alternates riding with intensive tennis coaching. In the Loire Valley you are given a guide and a five-speed bike for a fortnight to visit the châteaux, sampling different auberges each night.

Should you develop a passion for French food, you can acquire authentic "know-how". The *Cuisine provençale* course is in Provence and includes trips to local vineyards, farms and markets. The cost of £50 for seven days includes all the superb food and wine.

Of course, the price of these holidays does not include travel, but an early morning hovercraft will get you to Paris for £16 and many courses have half price group travel from there. For a complete list of organizations offering courses write to the CDDJ 101 Quai Branly, Paris 7. But not quickly: the most popular centres are already booking for next summer.

No matter which course you choose you'll probably enter with a new skill and a suntan. You won't be bilingual, but you will have made the leap. You will hear French in your head... some of your friends will be called Bruno



holiday! Concentrate on doing what you like most, for as long as you can possibly afford—flat out—in France. Take a stage de vacances.

Since almost everyone across the channel has a month's vacation and the schools have closed, many are taking the French Government's offer of a commitment to "continuing education" and in recognition of the fact that sports, art and music play a vital role in French schools. Therefore the cost is kept down and the facilities extraordinary.

All courses emphasize first-class instruction with highly qualified teachers, small groups and the open access to people and equipment that bring on the spot allows. Locations are often in beautiful old buildings: a medieval chateau, an eighteenth-century farmhouse, a manor house in a deer park—hospice of place you would be unlikely otherwise to discover—or afford.

Brochure photographs underline the "vacance aspect": rehearsals and workshops outdoors, lunch at

orchestral instrument and are bored with solo practice. *Le camp musical de Guérande* sounds ideal. On the Atlantic coast near La Baule, opens to anyone between 14 and 19 who has studied for four years or more. It lasts a month and the cost of room, board, teaching, insurance, excursions is about £200.

Mornings are spent in concentrated music making: individual lessons, ensembles, sight-reading, chorale, workshops in percussion or a "new second" instrument and orchestra. After lunch the sea is a five minute walk with a return at tea time to a choice of different ateliers: painting, crafts, mime, dance, theatre improvisation. Every course culminates in a performance; the evenings of the last week are spent "on tour".

X course in Provence features mounting an opera for the festival at Aix. As well as singing or playing she has a chance to help design and make costumes, props, sets and posters. Also on the performance side is a host of theatre courses. Some focus on production; others on

## Third World girls miss school

by Hilary Wile

Nearly half the girls of primary school age in developing countries are not going to school.

This is one of the points made in a report by the World Bank this week. The report adds that educating girls is one of the best economic investments a country can make. It says that women who enter the labour force have an "enormous indirect impact on economic growth through their influence on family health and attitudes."

Studies show that the mother who has been educated has a better educated child. She has a better understanding of health and the better educated mother will send her children to school and the better educated mother will be more likely to delay marriage, to limit the size of her family. They also stand a fair chance of finding paid employment.

The importance of girls' education is emphasized by the World Bank, the largest investor in educational development. In its *Third World Development Report*, published this week, it points out that there is still great pressure against "female" education in many developing countries, particularly in South Asia, the Middle East and parts of Africa.

The report, which examines the development prospects in the gloomy current context of falling oil prices and global recession, stresses the central importance of education in all aspects of human development and economic growth.

"The vital message is that some steps we all have long known to be morally right—primary education, for example—make good economic sense as well," Mr. Robert McNamara, president of the World Bank, writes in the introduction.

Education affects development in a range of complex, interrelated ways. Basic literacy and thinking skills learnt in school, for example, are essential for the development of a country's economy and for the improvement of living standards.

Schooling also tends to make people more receptive to new ideas, to encourage a sense of social responsibility and to build up self-confidence. Such changes influence attitudes towards activities such as child marriage and child labour, which have direct bearings on economic development.

Studies of agricultural input, for example, show that on average the annual output of a farmer with two years of primary schooling is 15.2 per cent more than that of a farmer who has never attended school.

The education section of the report reiterates many of the findings and priorities of the World Bank's recently published policy paper on education. It points out that 500 million adults in developing countries are illiterate and that a third of primary school-age children are not going to school, and argues that primary education is all the more urgent need of developing countries.

In countries where literacy is low, investment in primary education brings high economic returns,

it says. Primary development also tends to reduce the gap between rich and poor whereas investment in higher levels of education tends to increase it.

But the pendulum of development thinking should not swing too violently against secondary and further education as developing countries need highly skilled teachers, administrators, health workers and technicians.

Instead, clearer ways of providing advanced education need to be found. Universities in developing countries should consider reducing their number of specializations and relying on each other for training in high-cost areas; suitable correspondence schemes should be developed; and parents of poor primary students should, in some cases, pay more for their children's education.

Low-cost improvements in the quality of such education in developing countries can best be brought about by the development of appropriate curricula, by improving teacher training, upgrading learning materials and developing effective radio teaching schemes, it suggests.

The World Bank's priorities in educational development were corroborated at the recent Commonwealth education ministers' conference, where delegates from developing countries were particularly concerned to find cheap ways of developing basic education.

World Bank Development Report, 1980, The World Bank, Washington, D.C., USA.

## Study urges increased output to beat microchip 'threat'

The impact of new technology is far more complex than present theories suggest.

A study of employment levels and the skills required in four industries says increasing output and sales is the only way to save jobs in the face of investment in modern equipment and techniques.

The report, *Employment and occupation structure in four industries*, published by Youthaid, looks at the machine tools, electronic components, iron castings and retail industries.

It finds the effects of the silicon chip on employment can be exaggerated while other less dramatic technological developments have a much bigger effect. The machine tools industry has stopped much of its research and

development, and is moving to semi-skilled rather than skilled labour, it says.

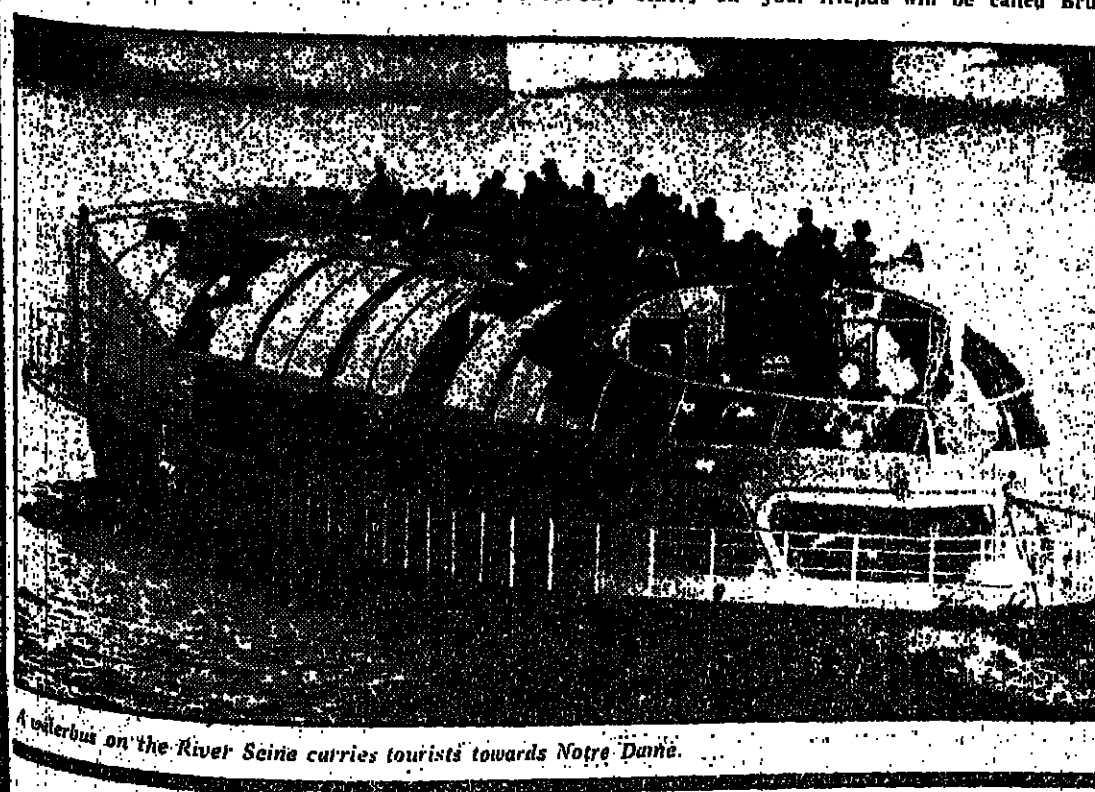
The report predicts a decline in the number of operatives in the electronic components industry but an increase in maintenance engineers as more sophisticated equipment is phased in. It finds that the numbers of technicians and draughtsmen in the industry has declined considerably during the seventies.

Despite the faith put in the service industries to mop up displaced manufacturing workers, the report predicts that employment in retail distribution will fall in the foreseeable future, particularly among male shop workers.

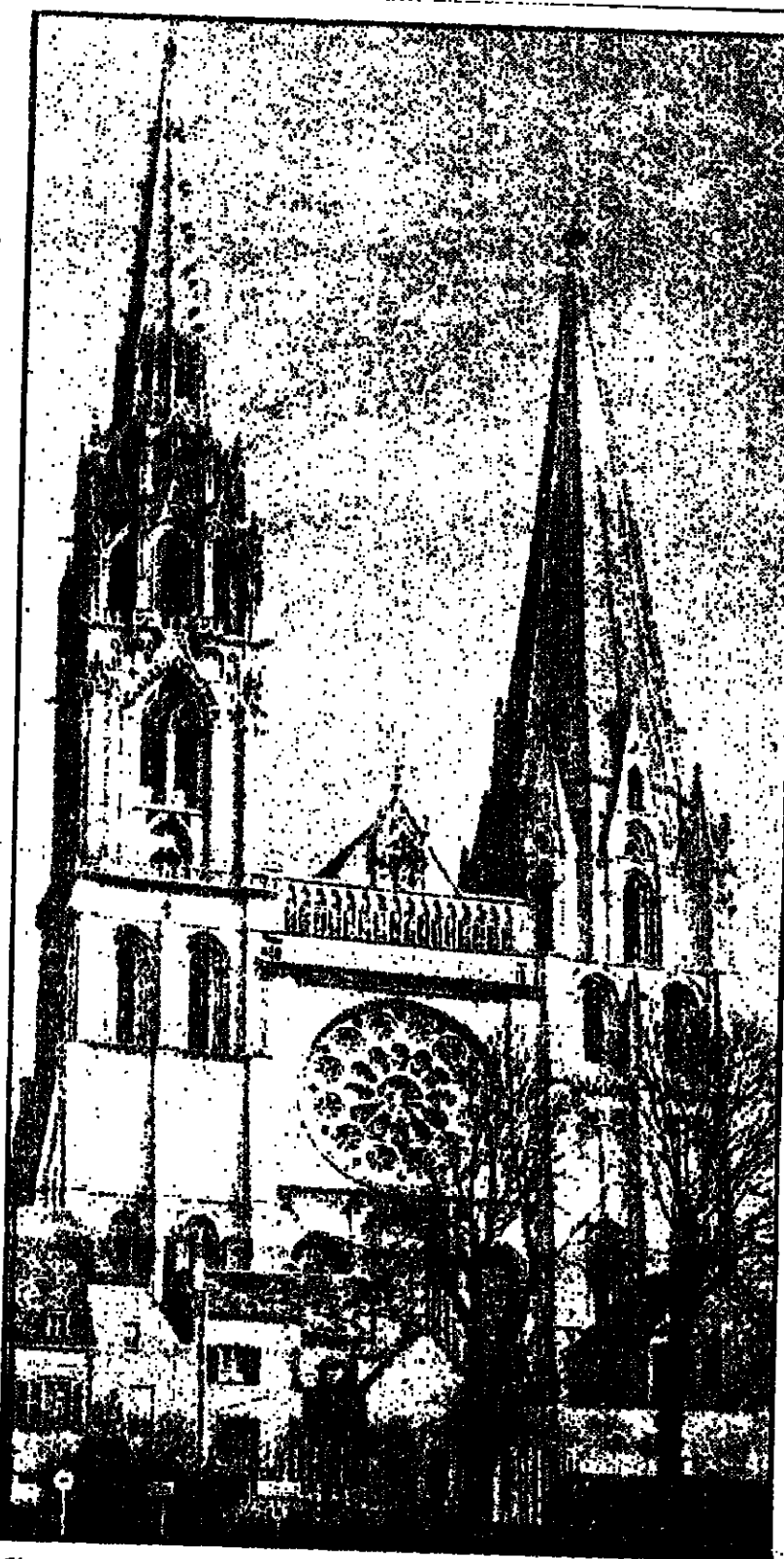
The creation of wealth, the report concludes, does not automatically create employment.

It is compiled by the Central Register and Clearing House and published by the lecturers' union, NATFHE.

Handbook of degree and advanced courses in institutes and colleges of higher education, colleges of education, polytechnics and university departments of education. Long Humphries, The County Drummond Road, Bradford, B. 15 3JH. Post free.



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Clare Ash



Among the treasures in the Chapel of Saint Plut, Chartres, is a small triptych containing an ivory crucifix probably brought back from the first crusade.



## Canteen costs to be reflected in charges to students. Biddy Passmore reports

### Catering cash cuts threaten price rises

Chaos in polytechnic and college canteens is predicted for this autumn, when most of the subsidy on catering will be withdrawn. According to information now reaching the National Union of Students, most colleges say they will either have to impose big rises, reduce the service or sack staff in order to meet the new policy guidelines.

Plans to cut the public subsidy on catering and residence in further education were agreed between the DRS and the Council of Local Education Authorities in July, last year. In February this year,

CLEA sent out a circular urging local authorities to implement the new arrangements from September.

Under the revised policy, buildings, maintenance and the salary of one catering officer will continue to be subsidised—either by L.E.A.s or through the advanced further education pool. But the full cost of food, drink, labour, fuel, light, water, crockery and cutlery will have to be reflected in charges to students.

At North Staffordshire Polytechnic, administrators will introduce a 43 per cent increase in charges and

might have to make some staff redundant as well. At Middlesex Polytechnic, 50 catering staff will lose their jobs.

However, Sunderland Polytechnic, where the alternatives would have been either a 41 per cent rise in charges or the sacking of 21 employees, has told CLEA that it cannot implement the new regulations and that the subsidy should be continued for another year.

The changes have been condemned as "wasteful and unworkable" by Mr. Leighton Andrews, vice president (Welfare) of the

National Union of Students. He says they will adversely affect 1.3 million full- and part-time students, most of whom receive little or no financial support while they are at college. "CLEA has adopted a completely cock-eyed approach to the question of catering without any consultation with the people involved", he said this week.

The NUS argues that the present system could be made more efficient without any cutbacks or substantial price rises, by keeping the canteens open outside term time and allowing outsiders such as pensioners, to use them.

## Dispute continues over teacher's sacking

### Mrs Crosbie's cliffhanger may last until the new term

by Richard Garner

The long-running dispute in Nottinghamshire over nursery class sizes and the sacking of nursery school teacher Mrs Eileen Crosbie looks as if it will remain unresolved at the beginning of next term.

Hope of a breakthrough in the dispute emerged when both sides—the National Union of Teachers and Nottinghamshire County Council—got together with other teachers' organisations to discuss differences over staffing. A private meeting was also held between leaders of the NUT and Conservative councillors where Mrs Crosbie's future was raised.

Officially, the joint meeting was adjourned until a later date but that was back in June and union leaders are now worried that the authority may not make any further move until after an industrial tribunal has heard 39-year-old Mrs Crosbie's

claim that she was unfairly dismissed.

The county council pointed out that it is impossible to reconvene such a meeting in August with all the teachers away on holiday. However, teachers' leaders say they would have been prepared to attend a meeting which they said could have been convened in July.

A ballot of NUT members in the county has given the union power to call further industrial action if necessary and escalation is likely soon after the beginning of term if the situation stays unchanged.

Mrs Crosbie was dismissed in January after she had refused to teach under conditions she considered educationally untenable and unsafe. The county council had refused to replace a helper who had left at Christmas, leaving her and another helper in charge of the unit, which caters for up to 40 children.



Mrs Crosbie: the waiting goes on.

## Another private 6th form college

A new private sixth-form college which plans to enter for up to 150 students is about to open in Wales. About 50 students are expected to attend the first A-level courses when the college in Cardiff opens its doors next month. The fees have been fixed at £140 a term for each subject which means a full two-year three-subject course will cost more than £2,500.

Mr William Hoole, principal of the new Cardiff tutorial college, said parents in Britain and abroad from countries such as Iran and Iraq were already showing interest. He said staff were being recruited and salaries would compare with senior teaching staff in public schools. Mr Hoole, a former public school teacher, said the venture was backed by teachers and university professors from various schools and universities throughout Britain.

Overall subjects may be considered, if there is sufficient demand. The staff to be recruited include college lecturers and headmasters who have opted for early retirements from schools, and other experienced A-level course teachers, according to Mr Hoole.

## OU gets grant from Leverhulme

The Open University has been given a £50,000 grant by the Leverhulme Trust.

It will be used to provide two fellowships and supporting costs for research into secondary uses of the Open University educational materials. This covers all the uses of materials other than those for which they were originally produced. The information will be used in future design of materials.

## Public opinion sought as school rolls fall

The London borough of Haringey is asking the public how secondary schooling should be reorganised, knowing that pupil numbers are set to halve by about 8,000 between this year and 1990.

The Labour-controlled authority, which has planned intake to 16-18 comprehensives for some years, says more decisive action is now necessary because less than 10 secondary schools will be required in the future.

A review in 1977 has helped the borough to take some advantage of the drop in pupil numbers. Smaller classes have relieved the pressure on poor buildings and allowed temporary accommodation to be taken out of use. This has helped children with special needs to become integrated; in particular the partially hearing and deaf children are now

all integrated in secondary schools or in units attached to secondary schools.

The pupil-teacher ratio has also improved since Haringey has kept all the teachers it might have lost through falling rolls and has even employed net additional teachers.

But disadvantages are looming on the horizon. A new document by Mr Tony Loney, the chief education officer, warns that if fewer than 150 children enter the first year of any school it will be difficult to provide a "balanced curriculum". Sixth forms will be too small to support a range of courses.

Mr Loney says the authority cannot sit by and do nothing. The following questions must be answered as a basis for planning:

● How many secondary schools

all integrated in secondary schools or in units attached to secondary schools?

● Should any of these schools be single sex?

● Should the borough decide now to provide separate institutions for pupils over 16?

The document points out that it would be preferable to reduce the number of schools by merger rather than outright closure. Separate provision for the 16-plus age group and the creation of a tertiary system would need formal proposals to make all the existing comprehensives 11 to 16 schools.

Haringey expects replies to its questions and other views to be submitted by parents, teachers and other interested parties by October. Another document will be produced on the basis of those replies and the council hopes to make a final decision early next year.

## Under fives study could be disadvantage unit's swansong

Despite the imminent blow of the axe, the Centre for Information and Advice on Educational Disadvantage will be completing a major publication focusing on the problems of under-fives.

The Centre is due to close at the end of the month unless funds are forthcoming from local education authorities. The last issue of *Intercede*, the centre's newsletter, notes the casualties of the closure: a conference on under-fives planned for November will not now be held; the inquiry into the lan-

guage problems of children of Caribbean origin will not be extended; a conference on the work of the 11 to 14 language project will not take place; and a number of publications to disseminate good practice will not be published.

The centre's last issue of *Multi-Ethnic Education* was also published this month; it calls on the Education Secretary to replace this "useful current awareness service" with *Intercede* and *Multi-Ethnic Education*, CED, 11, Anson Road, Manchester M14 5BY.

## Fewer work permits issued last year

Fewer work permits were issued to teachers from overseas last year than in 1978, although the decline was less than the overall drop in the number of work permits issued—14 per cent fewer long-term work permits last year, than in 1978.

In 1978, 603 permits were issued to teachers and instructors, compared with 590 issued the year before.

The number of permits issued to teachers from the United States fell by 16 per cent to 211, but the number issued to teachers from Australia, Canada and South Africa rose. Also up slightly were the number of permits issued to teachers from Hong Kong, India, Malaysia and Sri Lanka. Fewer permits were issued to teachers from Japan and Mauritius.

## Ethnic homes aid row

Local authorities should give more help to house homeless black youngsters, the Commission for Racial Equality says in a pamphlet. Small hostels, flats for single people or flat sharing schemes should be developed, it says.

The commission accuses local authorities of failing to meet their obligations under section 71 of the 1976 Race Relations Act, which places a duty on them to make "appropriate arrangements" to eliminate racial discrimination and promote equality of opportunity and good race relations.

The pamphlet outlines ways in which authorities can improve housing for their black communities including ethnic record keeping, review of allocations procedures and expansion of self-help schemes.

Local authorities and the housing implications of Section 71 of the Race Relations Act 1976, from CRE, Elliott House, 10/12, Allington Street, London SW1, Free.

## Unemployment 'driving young to suicide'

Young unemployed people in the North East are so depressed with their prospects that they are becoming increasingly suicidal, claim the Samaritans.

Mrs Sheila Cosgrave, the Samaritans' director in Sunderland, said: "This year there has been a sharp rise in the number of young people threatening to take their lives. Unemployment is the main cause of depression and we are worried that by the end of the year with summer school leavers still out of work, the number of potential suicides will have climbed dramatically."

Miss Jean Burt, one of the two joint general secretaries of the charity, said the North East experience was an exception to the national picture; but an increasing number of young people did risk the Samaritans. A quarter of the 27,000 new callers they had last year were under 25.

● In the West Country a dramatic rise in the number of unemployed school leavers has led to the launch of a volunteer support service in Somerset.

The council is to begin a campaign next month to recruit caring adults prepared to take a jobless young person under their wing and give them moral support and encouragement.

There is an initial target of 25 adults. It will be increased if the test run is successful. Somerset has 2,000 unemployed school leavers this year—twice the county's normal total.

Respondents to the advertising campaign will be given a short training course which will also be a selection process. The aim is to help overcome the feelings of isolation and depression caused by unemployment.

A spokesman for Somerset said that the county was using a two-pronged approach.

"The careers service will be looking for jobs and giving employment advice for young people but the community education service will be recognising the fact that there are young people without jobs and helping them to cope with it," he said.

## More female students

For the first time ever, women outnumbered men on full-time and sandwich courses in further education last year.

The number of women on these types of course was 252,000, compared with 246,000 men. In the previous year (1978-79), the overall total of 499,000 was split almost exactly between the two sexes: an increase in women's share of one-and-a-half per cent—54 to 55 per cent—is the main reason for the change.

This is one of the main points to emerge from the latest statistics bulletin from the Department of Education and Science, "Statistics of further education students 1979-80". It shows that total enrolments in further education slumped by 10 per cent last year, from 1.2 million to 1.1 million, but the drop is largely because of a 10 per cent drop in enrolments at a post-secondary level centres after a 17 per cent rise the previous year.

The DES says some of the decrease is likely to be a consequence of the rise in tuition fees (up per cent on 1978) but notes that some authorities numbers have fallen because of cuts in provision.

Overall, part-time numbers fell 4 per cent, from 1.48 million to 1.41 million. Full-time and sandwich numbers remained steady at nearly half a million. Within that, however, students fell by 4 per cent, to 45,000.

## School to work

After a decade of turmoil Chairman Hua mobilizes school leavers on a mission of modernization

## China's long march to full employment

During the past two years the existence of unemployment among China's youth has been discussed with increasing candour.

The causes are given as a combination of excessive population growth and a stagnation of economic growth during "the 10 years of turmoil starting in 1966, when the national economy was brought to the brink of collapse and many avenues of unemployment were blocked."

The biggest single attempt to solve the youth employment problem and at the same time reduce the inequities between city and countryside, worker and peasant, was the policy initiated by Mao in 1968—"It is absolutely necessary for educated young people to go to the countryside to be re-educated by the poor and lower-middle peasant."

From 1969 to 1979 some 17 million urban school leavers volunteered, or were sent to live and work on communes, generally for a period of two years; it was hoped that a good proportion would choose to remain there.

Many did settle down successfully and became agents of technological change, setting up agricultural research stations, where they worked as technicians, spreading literacy by serving as teachers and improving health care by working as barefoot doctors.

But there were great difficulties in integrating city youths into the hard and very different life-style of China's peasants, and many young people drifted back to the cities, swelling the unemployment and the crime figures.

The official line now is that the policy of rustication was correct, but applied too rigidly, with too little consideration for the living,



The cultural revolution of 1966 left a legacy of economic stagnation and youth unemployment.

modernizations and to strengthen national defence."

However, there has been a major change in method; instead of being sent to the production teams of communes widely scattered in the rural areas, they are being settled in collectively owned farms specially set up for them. More than 30,000 such farms have been set up in the past year or so, with over one million city school leavers.

The five million city youths already working on communes will be gradually shifted to these collective farms, where their pay and living standards will be much the same as their friends in the cities. In the cities the growth in youth ultra-left policies of the Gang of Four, as well as the insufficient economic expansion and the population increase. Light industry, con-

struction and service trades were discouraged. These enterprises were cooperatively-owned collectives, which were regarded as likely to lead to a return to capitalism. It is now held that such units do

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working and cultural problems of the young people. Chairman Hua recently said: "It is necessary to mobilize educated youth to go to the countryside both to meet the requirements of the four

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## Job experience scheme left on ice

While Ministers toy with proposals to copy the German system of universal vocational education, a fully worked out home-grown alternative scheme is being left on ice.

The scheme is to give school leavers up to two years of work preparation with a job at the end of the education service to cooperate in providing a broad range of jobs that are likely to be available in the area. The scheme has been working out by Pilkington's, St. Helen's based glass manufacturer, and is being run by a group of employers in the town with the local authority as ready to cooperate in a pilot project for 100 youngsters.

Youngsters recruited into the industrial experience project—INDEX—will be paid wages and treated as they would be when starting their first job. After induction they will be given training in a skill needed in the "family" of jobs which are available in the town. Subsequently, they will get work experience under a "mentor" in one of the firms, who have agreed to take on the course, and then come back to train for another group of jobs. The firms will second staff to the course to help run the training modules. The Pilkington's Bank has already agreed to provide one of its staff to head the administration of the project. A limited company is being set up on which the trades

council and the local authority will be represented. The local authority has promised to give whatever support it can and local organizations have also promised some money. But the bulk of the £200,000 a year that the pilot project would cost has to come from the Government or some other source outside the town itself.

A request for Government backing was put to education ministers in the last Government just before the election: there have been repeated approaches in the present administration, including Parliamentary questions and a presentation by the Town Clerk to James Prior, the Employment Secretary.

So far ministers have praised the scheme as an example of local initiative, but said that it falls outside the rules for the Manpower Services Commission programmes. In April Lord Gowrie, the minister responsible for youth employment, hinted that the Government might back the project as part of new measures for combating leaver unemployment which it is examining.

Now Pilkington's are to try to get the EEC to back the project as a possible model for programmes for the young throughout Europe. The company has used its contacts in the place to set up a meeting with senior commission officials in Brussels this November.

Mark Jackson

Unemployment in city and countryside alike is being tackled in the long term by the planning of medium and small-sized cities and towns, and by what one might term the urbanization of communes. This will be of special help to the youth in the communes, where increasing mechanization is causing incipient unemployment. A production brigade in Henan, for example, began to diversify in 1970, and now has a four mill, a food processing factory, a restaurant, a paper mill (using wheat straw and maize stalks), a milk-powder factory, a machinery workshop, a brick kiln, a repair, maintenance and building team.

All these help to build up the local economy and offer scope for young people's initiative. Of the 580 in the production brigade's labour force, 291 are now engaged in these sideline industries as against 126 in 1975.

If the new policies of rustication, development of small collective enterprises and urbanization of communes are vigorously applied over the whole country, and the campaign to persuade couples to limit their family to one child is reasonably successful, it looks as if China has a good chance of solving her still considerable problems of youth employment.

Peter Mauger

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## OVERSEAS NEWS

Soviet Union

## Space: the great new experiment

by Jennifer Louis

**MOSCOW**  
In the ancient Russian city of Kalinin, an experimental school is being built. Although it is not scheduled to open until next year, educationists across the country are watching its progress with interest.

The Academy of Pedagogical Sciences is responsible for the many new ideas incorporated into its plan. Seven is the normal school starting age, but in Kalinin, six-year-olds will be admitted into a preparatory class where all the children are to be brought up to the same level of preparedness for school work.

In theory first formers are not expected to be able either to read or write when they go to school, but in practice there is a growing number of children who already have at least a minimal knowledge of these skills before they start their formal education and some are well advanced.

The latter come mainly from families where ambitious parents, well aware of the difficulties ahead when there may be more than 45 children in a class, do their best to provide a foundation of their own. Inevitably this means a growing gulf between different groups, something the "levelling-up" year aims to close.

Another innovation at Kalinin concerns classroom space. Lesson periods are 45 minutes each, followed by a 10-minute break except for a mid-morning of 15 minutes. These comparatively long break times have been necessary in overcrowded, overheated premises, so that the classrooms can be ventilated and thoroughly aired between lessons.

The constant problem, aggravated by inclement weather, has been that the corridors and staircases are thronged with young people ready to let off steam. Much of the year it is impossible to go outside for such a short time because the very business of wrapping up properly to cope with the cold takes so long. The new plan is for each classroom to have small, divided areas for lessons and for recreation.

The opening of this experimental school is regarded by Soviet educationists as a major step towards the theoretical school of the future, the twenty-first century school as it is called here.

**Australia**  
Teeth are hit by spending cuts  
by Bill Purvis

**SYDNEY**  
The Federal Government's old tradition of cutting the teeth of the nation's dental services has been continued. The Federal Government's budget for next year would be only \$2,400,000 more than this year's funds.

With inflation currently at 10 per cent in Australia this means an effective cut in real terms, despite a small fall in the school population.

Now the Government has announced a similar financial squeeze to the school dental scheme and the children's services programme which covers pre-school education.

Spain

Poll shows young Spaniards deeply disillusioned. James Connell reports.

## Come back Franco 'all is forgiven'

**BILBAO**  
The majority of Spanish young people and their parents feel that the present educational system is inadequate, and increasingly unrelated to the harsh realities of Spain's struggling democracy, according to a recent opinion poll on the state of the nation's youth.

The existence of the inquiry is in itself an innovation in Spain, where previous generations of young people meekly toed a clearly marked line.

Over the past four years Spanish teenagers and their radically changed behaviour patterns have produced a spate of controversies among psychologists, social workers and educationists. Many schools are attacking the state schools and their shrinking, but well-defended private counterparts.

Apart from the inadequacies of the Government's mammoth efforts to provide school places for the bulging school age population, the curriculum itself comes under fire. Much of the teaching is considered too formal, and the subject matter too abstract, with little practical application. But the practical training courses offered as an alternative to the less academic pupils is still frowned upon by ambitious parents and has resisted all government efforts to boost its popularity.

The crisis of discipline in the state schools has alarmed many teachers and parents. Absenteeism

is rampant, pupils seem unmotivated and keen to join organized protests. But the impersonal buildings housing the state institutions, which often work on a two-shift basis and lack adequate sports facilities, contribute little to increased incentive.

The middle classes still take refuge in the increasingly costly private schools which have considerable religious influence and reflect traditional social values. But even here, it is felt that children are not removed from the influences of the new society. This is one of the reasons for the virulence of the private sector campaign, which feels that the continuity of the private schools is threatened by socialist levelling policies.

Police statistics show an unprecedented rise in juvenile delinquency, drug possession (in spite of ferocious penalties), muggings, and sex crimes, although juvenile crime rates are still well below those of most European countries. The assumed reaction of the public is a result of the fact that, until recently, crime among young people was virtually non-existent. Police adequately punish pupils in still frowned upon by ambitious parents and has resisted all government efforts to boost its popularity.

The crisis of discipline in the state schools has alarmed many teachers and parents. Absenteeism

is rampant, pupils seem unmotivated and keen to join organized protests. But the impersonal buildings housing the state institutions, which often work on a two-shift basis and lack adequate sports facilities, contribute little to increased incentive.

before. Pandits offer a variety of reasons for this. The strong family system deteriorated as land workers flooded into the cities in the 1950s. On the periphery of every large city are endless blocks of concrete thrown up without planning to accommodate the new urban dwellers. Most school shortage problems are in such areas.

Consumer campaigns led teenagers to expect a level of affluence unthought of by their austere parents and provided them with a limelight they had never previously enjoyed. The absence of leisure facilities for young people is criticized and despite the recent construction of often lavish sports centres by city councils, bars and discotheques are popular.

There is little control over the serving of alcohol to minors and the smoking seems to be a must through which girls from the age of 15 demonstrate their liberation.

The advent of democracy swept aside the staid conventions of the Franco era and produced an easily accessible flood of garish magazines, while sex films constitute over 50 per cent of the movie market.

Adolescent politics tend towards the extreme left or right. Most of the visible supporters of the Marxist terrorist groups and the right wing neo-Fascist organizations are young, and have their followers in the schools and universities.

Education legislation, such as the year's Private Schools Bill and the Autonomous University Bill, must wait shut-downs and highly vocal protests.

Observers, however, detect evidence of diminishing percentages of radical activists and general disillusionment with political exiles. Even in the troubled Basque area, the University of Deusto which has suffered from many teaching stoppages and lock outs over the past five years, completed the last academic year without incident.

Over 80 per cent of students and adults interviewed in the survey pointed to juvenile unemployment as the most serious long-term threat, and responsible for most of the present shortcomings.

Under-25-year-olds account for more than half Spain's 1,250,000 unemployed, and job prospects for school leavers and graduates are getting steadily worse as hundreds of thousands of young people flood onto a shrinking market. Under the present system registered young people receive no unemployment benefit unless they have worked at least six months.

Even among the most ardent democrats, there is a creeping nostalgia for the law and order of the previous much-maligned regime. A recent slogan of the walls of Madrid University proclaimed: Franco all is forgiven, please come back.

The Netherlands

## Academics fear jobs will go

by John Richardson

**THE HAGUE**  
The Academic Council of the Netherlands, the most influential Dutch body representing the interests of the universities and the technical high schools, fears that some 1,500 university posts will be scrapped in 1981.

The main reason for these fears is the cut-back in the higher education budget of 81m Guilders (115m) for next year, recently announced by Dr Arie Pais, the Minister of Education.

Japan

## Union probe follows move to left

by Martin Roth

**TOKYO**  
The Japan Teachers Union (Nikkyoso) has decided to set up a special commission to investigate the Tokyo Teachers Union (Tokyo Kyoso), its largest branch.

This follows Tokyo Kyoso's decision to join a new communist labour movement.

Nikkyoso alleges that the Tokyo union and its chairman, Takao Masuda, defied Nikkyoso warnings against joining the communist group, and also distributed leaflets

slandering Nikkyoso, during the recent general elections.

The problem has its roots in Parliamentary infighting that began last year when the Socialist Party announced a new policy of cooperation with the Liberal Government Party (Komeito) rather than with the communists, in pursuit of its goal of forming a coalition government.

The Communist Party retaliated by sponsoring the new Labour Front, and encouraging sympathisers to defect to it from the socialist-supporting General Council

of Trade Unions, the Japanese equivalent of the TUC.

The Japan Teachers Union is one of the General Council's main supporters, and the same man, Motoyumi Makieda, is leader of both bodies. The union's decision to join the Komeito government is seen as a severe embarrassment, as well as being a prize catch for the new communist group.

Nikkyoso's annual convention opens next week, and debate between pro- and anti-communist factions is expected to be more heated than usual.

Progress in Papua New Guinea. R. B. Damon reports

## How to build a system on 700 different languages

The historical development of education in Papua New Guinea, which gained its independence from Australia five years ago, has been guided by two competing philosophies.

Until 1962 the aim of the administration was to achieve "gradual, uniform development". Primary education received most of the available resources while secondary and tertiary education were neglected.

This policy reflected both a determination to end creating an élite and a low estimate of what the local population was capable of achieving.

But a United Nations report in 1962 was highly critical of the whole idea of gradual development, and recommended sweeping changes aimed at accelerating the rate of change.

The system which has evolved since then is highly competitive. Sixty per cent of children go to community school at about the age of seven. Of those, 40 per cent are able to go on to one of 95 provincial high schools for secondary schooling. Since the students of a provincial high school are drawn from a wide area, often from remote and inaccessible villages, they are mostly boarders.

Forty per cent of these pupils are rejected after two years of high

school. Only about 2 per cent of the age group reach national high school where they study for two years in preparation for university or other tertiary education.

This competitiveness has led to serious social problems. Whereas those who make it to national high school can be almost certain of finding suitable employment, many of those who are rejected at the various stages face only disillusion.

Education and their absence at boarding school sentences them for village life and the village itself may well reject them both for their failure and their dangerous sophistication. But they are unable to find employment in the towns. This has contributed to a growing problem of urban delinquency.

Although post-primary education is to some extent inevitable at odds with village life, the community schools aim to promote it. Programmes are linked with the interests of the local community.

This community concept was welcomed during the period of "gradual, uniform development", and together with a general strong commitment to the country's arts and culture, expresses a determination to preserve the traditional life and cultures of Papua New Guinea.

But the aim of eliminating expatriate teachers has proved hard to implement than was anticipated.



The shortage of teachers is made worse by trained staff leaving for better jobs.

After independence in 1975 much progress was made, but a marked drop in standards was measured. Educationists now recognize that over-hasty progress has compounded the inevitable problems caused by lack of resources. A more cautious approach has been adopted and the rate has slowed.

The difficulty is not only a shortage of suitably qualified teachers, but also the loss of teachers to other areas of the public service with better pay and prospects. Even so, all primary teachers and 64 per cent of high school teachers are now nationals. Only in the national high schools do expatriate teachers still predominate.

Of the difficulties facing the students themselves, language is the most acute. Papua New Guinea children usually learn one of the 700 local languages. They also learn

either pidgin English, in Papua New Guinea or Motu, in Papua New Guinea. When they go to school the transition to learning in English adds enormously to the difficulty of learning to read and write and many teachers advise introducing literacy in pidgin or Motu first.

The village environment, the village learning process, the village house does not afford enough room or quiet to study, books are scarce and the aims and methods of village schooling are alien to village society.

But education is seen as vital to development and to the process of creating a nation. The process of diverse regional development is being encouraged. Twenty per cent of the national income is invested in it and it is hoped to achieve universal primary education by 1990.

## OVERSEAS NEWS



Don Mintoff: courting the Arab world.

Malta

## Mintoff cuts state aid in campaigning move

by Carl Slevin

**MR DON MINTOFF**, the Prime Minister of Malta, fired the first round in next year's general election campaign when he attacked private schools at the recent annual conference of the Malta Labour Party.

In his speech, Mr Mintoff suggested that the existence of a fee-paying sector was a restriction on the freedom of choice of those who could not afford to pay and that fees should gradually be abolished.

Elsewhere he has described this issue along with that of private medicine as "the battles to come".

A fortnight after the conference the Government told heads of private schools that the money paid for pupils in private secondary schools had been abolished and as a result the overdue instalment expected in June would not be paid.

The private sector plays an important role in the education system and moves against it have wider political implications, including the position of the church and foreign policy.

About one third of all pupils at kindergarten, primary and secondary levels attend private schools. The maximum legally permitted fee is 192 a year and many schools charge far less.

Money used to be given to private secondary schools on a sliding scale from £25 a year for first and second form pupils, £37 for third and fourth and £50 for fifth and sixth.

About £6,500 was paid out each year, but this still represented a government saving on education not only because of parental contributions, but also because private schools are between a third and a quarter cheaper to run than state schools.

Finland

## Record drop in numbers offers chance for smaller classes

by Donald Fields

**HELSINKI**  
The intake of new pupils into Finnish schools this term is the lowest since 1940, and barely half the figure recorded in the bumper year of 1955. The low figure reflects a birthrate and widespread emigration to Sweden.

For the academic year which started this week about 600,000 pupils are enrolled at comprehensive schools and 120,000 in senior high schools, the lowest grand total for years. Only 56,000 new pupils started school.

The decline in numbers which should be temporarily halted in the coming decade, is offering a chance to introduce smaller classes. Parliament has earmarked about £1.7m for experimental classes of the size of first forms (year-olds) and second forms.

Eventually, it is hoped to have improved teacher-pupil ratios throughout the school system.

Compulsory school discipline has been relaxed, and the school system is being given the chance to experiment with small

United States

## After the years of surplus, teacher shortage looms

by Clive Cookson

WASHINGTON

The great American teacher surplus of the 1970s is coming to an end. Educational statisticians are giving advance warning that by the mid-1980s the United States is likely to be suffering from an overall shortage of newly qualified teachers, as it did during the 1960s.

In some subjects and some geographical regions schools are already finding it impossible to fill vacancies. Indeed some educationists claim that a severe shortage of mathematics, science and vocational teachers already exists, masked by a large surplus in other fields. But the statistical evidence is not persuasive.

The American Association of Colleges for Teacher Education summed up the current confusion about the employment prospects for science and mathematics teachers in a recent bulletin: "Perceptions by school, college and department of education faculty, administrators and education association staff members indicate a dramatic problem is at hand. However, National Centre for Education Statistics data contradict this perception, indicating instead a relatively balanced supply/demand situation troubled only by spot shortages."

The National Education Association, the largest American teacher union, publishes the most complete annual survey of teacher supply and demand. The 1979 report, just released, shows that the number of graduates who completed training for elementary and secondary teaching last year was 173,000. The total has been declining steadily from the all-time high of 317,000 in 1972, but the demand for their services has tumbled just as fast, because of the falling school age population.

The NEA says that about 77 per cent of those trained to teach will actually look for teaching jobs—133,500 graduates altogether. They will be competing for only 74,750 vacant positions.

However, many faculty members in teacher training institutions say that their personal impressions do not reflect the large surplus indicated by the NEA.

ated by data from the NEA and the National Centre for Education Statistics. For example Professor William Bennis, director of the Education Placement Service for the University of Texas College of Education, maintained that there was already an overall shortage: "We could place every graduate we have if they were willing and able to move where the jobs are", he said.

Arni Dunathan, professor of education at the University of Missouri-Columbia, asked 986 school superintendents in nine Mid-western states about their teacher employment position, and found that nearly half believed there was a shortage which should be remedied by an expansion of teacher training programmes.

The National Education Association, whose members' depressed salaries can be attributed at least partly to the 1970s surplus, does not agree. "Scant evidence exists that the numbers of college students preparing to enter teaching," its new report says. "In fact, this would likely contribute to a further decline in the percentage of teacher education graduates who are successful in obtaining employment in the career for which they have prepared."

The association's statisticians do foresee a significant upturn in the number of teaching jobs from 1983, as elementary school enrolments begin to turn up again. They predict that teacher supply will remain in excess of demand until 1988, but the NEA no longer prepared to state boldly, as it did just two years ago,

that "barring major changes in projected birth rates . . . and other assumptions, it appears almost certain that an ample supply of qualified applicants for all teaching positions will continue annually at least until the year 2000."

Many other manpower experts must expect a shortage of new teachers by the mid- or late-1980s. In 1978 such predictions were described by the American Association of State Colleges and Universities as "against all conventional wisdom". In 1980 they are becoming the conventional wisdom, outside the NEA.

The National Centre for Education Statistics, part of the United States Department of Education, released new projections this summer, showing that demand would exceed supply by 1985. The supply demand for additional teachers are put at 119,000 and 185,000 respectively for 1988.

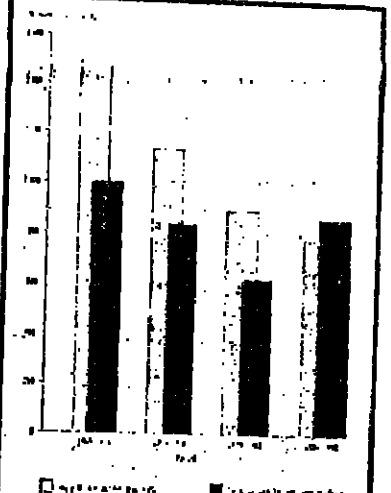
Disputes about the manpower picture several years from now are as expected. What is more surprising is the extent of disagreement about whether there is a shortage of science and mathematics teachers today.

The NEA says not. It reports that last year supply exceeded demand by about one third for both mathematics and science teachers. No other up-to-date national statistics are available, but many specialist and regional reports tell a different story.

According to a survey by the American Association of Physics Teachers, 37 out of 40 state education departments believe there is now a shortage of physics teachers—23 "slight", 14 "severe". In 14. Thirty of the 40 state reports predicted a severe shortage for the late 1980s.

Education professors Larry Watson and Norman Anderson of North Carolina State University say that the supply of new science and maths teachers is "far below demand, both in North Carolina and the nation". They put the supply gap in their state at about 40 per cent.

"It's difficult to encourage people to go into math education when industry pays twice or more what beginning teachers earn," Michael Mahaffey, associate professor of mathematics education at the University of Georgia, voicing a common explanation for a shortage if, in strict statistical terms, it is not here quite yet.



Commonwealth

## Costs keep primary goals out of reach

by John O'Leary

**COLOMBO**  
World recession and the rising cost of education dominated ministers' thinking in drawing up recommendations for Commonwealth action on education for the next three years.

Almost all of the major proposals emanating from the eighth Commonwealth education conference, which ended last week in Colombo, Sri Lanka, were designed to cut costs for developing nations. Talks involving both ministers and officials showed clearly the need of the poorer members for assistance if standards are to be maintained, let alone improved.

The long-standing goal of universal primary education is just one which is becoming increasingly difficult for some countries to achieve. The final conference report noted: "Providing universal primary education for populations increasing at a rate of 2 to 3 per cent per year, when 25 to 30 per cent of the national budget may already be absorbed in providing schooling for an enrolment of only 50 per cent, is

a daunting prospect for those countries that face this problem."

As a contribution towards its solution, the Commonwealth secretariat is to commission a study of ways of minimizing the cost of primary education without loss of efficiency. An important caveat was added to the decision, urging governments not to squander any savings to fund other sectors of the economy.

Worries about cost-effectiveness also delayed, but did not finally settle, plans for the Commonwealth's first major foray into the field of non-formal education, which received so much attention at the conference. The proposed resource centre, which experts and some government representatives have favoured to be the subject of a new feasibility study.

The majority of officials and ministers questioned the value of a single centre, which would inevitably be inaccessible for many of those countries 'wanting to make use of its expertise at first hand. In spite of the willingness of Bangladesh and others to house such a centre, the secretariat seems more likely to be the eventual solution.

Delegates stressed that the failure to agree on a major initiative in non-formal education in no way reflected the value placed on this area of activity. One minister said the conference marked the point at which non-formal education had come of age and was treated equally with schools and the tertiary sector. Universities are to be encouraged to involve themselves more in such programmes and close attention will be given to the help which can be given by the secretariat.

Although proposals emerged to lessen the impact of higher fees for overseas students, to set up resource centres for science equipment and to study ways of cutting costs in special education, the general impression is that the 97 recommendations contain no great innovations. With a budget of less than £150,000 by no means all the recommendations can be implemented in any case.

But ministers' professions of themselves satisfied with the outcome of the conference. Their private sector, however, by half an hour's produced a scathing discussion on the future of the Commonwealth and the common problems of education within national budgets.







## features

## What Bunty does at school

Alasdair Roberts examines the new breed of school stories in girls' weekly papers, and the social attitudes they put over to their readers

Nearly 40 years ago, George Orwell surprised readers of the literary magazine *Horizon* with an article on "boys' weeklies". The surprise stemmed partly from the fact that a distinguished writer should even have noticed what boys read for fun, but more from his strongly expressed dislike of their conservative bias:

"To what extent people draw their ideas from fiction is disputable. I believe that people are influenced far more than they would admit by novels, serial stories, films and so forth, and that from this point of view the worst books are often the most important, because they are usually the ones which are read earliest in life. . . . If that is so, the boys' tuppenny weeklies are of the deepest importance. . . . They are absorbing a set of beliefs which would be regarded as hopelessly out-of-date in the Central Office of the Conservative Party."

Orwell had much to say on the currently popular theme of stereotypes, though more with regard to foreigners than females, and the glorification of war by comics was almost as blatant then as it is now. But most of his scorn was reserved for Frank Richards, the man behind *Billy Bunter*, and prolific author of serialized public-school stories. It is for their alleged snobbery that George Orwell principally attacked the boys' weeklies of his day.

Despite the rise of modern feminism, rather little has been written about girls' weeklies. Perhaps this is because today's favourites are unfamiliar to adults, dating as most of them do from the early 1960s. Perhaps it is because the stories are more

varied, odd and complicated than those published for boys.

In an attempt to fill this gap, and thinking of Orwell, I decided to concentrate on girls' school stories and the social attitudes they convey. From my daughters' bedroom floor came several hundred comics (over a period of three years) with titles like *Debbie*, *Bunty* and *Judy*. Aimed at the 9-to-14 age group, they bridge the gap between *Twinkle* ("the picture paper specially for little girls") and *Jackie*.

The themes are perennial in girls' fiction, and a dominant one concerns unpopularity and rejection. Social acceptance is a matter of real concern to girls as they approach their teens, of course, and school stories naturally dwell on the subject more than a little. But all too often it is presented as a question of status and snobbery. To some extent this is simply traditional: English public school stories have inevitably been about middle and upper class children.

The longest running weekly story about a girls' school is from the same world of Greyfriars and St Jim's. Successive generations of *Bunty* readers have been told that "The Four Marys were pupils in the Third Form at St Elmo's School for Girls". They shared a study and were great friends. "Loyalty to the school is the main link between stories about hockey, burglars and the Pharaoh's Curse."

Teachers wear gowns and mortarboards, for the setting is timelessly D. C. Thomson. A wave of vandalism serves only to hint at alien "toughs" beyond

the gates, since it is the little world of school that matters: "Now the first of suspicion was being pointed at the Four Marys, and two unpopular girls, Mabel and Veronica, were determined to turn the other pupils against the four chums." They are collectively sent to Coventry, but only until the real culprit is unmasked.

The St Elmo's stories demand a very willing suspension of disbelief. A fuel crisis brings the prospect of an early Christmas holiday. Only Mabel and Veronica shirk, as the four chums organize a keep warm programme so that an end of term exam can take place. Such silliness is disarming. But the important (perhaps surprising) thing about "The Four Marys" is that there is very little concern, even implicitly, with social status.

Children's fiction has been regularly accused of projecting a middle class image for imitation. Today's comics are different. With St Elmo's a rare (fossilized) exception, snobbery is constantly being put before schoolgirls as the great social evil. Co-education has not yet reached the comics, but an increasing number of stories take place in comprehensive schools.

It almost seems that *Mandy* has an education editor, and one with distinctly progressive leanings. "Billie" is about a female tough of the track at "Sir Josiah Waring Academy, a run-down out-of-date school", who finds herself admiring the athletic facilities at Woodson Comprehensive. "I Hate Her" is a story of tennis

rivalry between two girls from sharply contrasted worlds: "Gwen, who attended a private school, considered Sue to be rough and bad-mannered, while Sue, who was a pupil at the local school, thought Gwen was stuck up and snobby."

If state schools are becoming accepted as normal in the modern world, private schools have by no means disappeared from girls' comics. In *Mandy* again, "Spy" is a send-up of "exclusive Park Hill School", in which Betsy Bell got all the menial tasks to do—as befits someone who is sent whelks and dumplings in her food hamper. Pushing absurdity to its limit, the author has Park Hill's aristocratic inmates in a rizzly about a visiting school: Betsy wonders (as we do): "Crumb! What can Clifton College girls be like? If Myrtle and Helly think they're snobs?"

The only status symbol left is to have them arrive in taxis rather than a team coach. But pride has an even more humbling fall in a later episode: "I was just instructing the porter to chase away some ratty orphanage girls who were hanging about, Headmistress," explains Myrtle. A week later the Children's Home burns down and in come the orphans—by order of "the educational authorities". End of story, with a comprehensive victory for social democracy.

Education committees work in mysterious ways, it seems. *Jenny* and *Linley* "Herry High and Mighty" had the survival of one school depend on winning the hockey final. In another example of two-level snobbery, the star player refuses to turn out for Dock End, "your gross

## ★ A new girl snubs a snob—but why? ★

## CAPTAIN KATE

AS Captain of Tenbury School, Kate Smith always tried to be on hand to welcome new girls—but for once the snobbish Vice-Captain, Daphne Ferrier, was there first.



dump of a school", but the "bunch of toughies" at Amsdale Road School are a grade grottier. Interrupted in a dirty tactics coaching session, Gert (of the Amsdale Amazons) betrays her lack of polish: "Ho! We got company. Some of 'em flippin' Dock End girls."

Social tension is more often confined to a single school. Usually it is still the old, old story of girl from humble origins eventually winning acceptance by snooty pupils and spiteful teachers. Variations may be slight—"The Outcasts of Underwood School" substitutes twins—or substantial.

In "Anne of the Green Table", *Mandy* has "the first ever scholarship girl at Ronton College" joining the local youth club in order to play the forbidden game of table tennis. Children's homes and youth clubs now seem to represent the deprived and defiant respectively, in today's comic world of hard social realism. Modern also is the idea behind *Mandy*'s aggressive-sounding "I'll Take Care of Tina". Here the girl is specially "not happy at having to go to Fairfield, an exclusive boarding school, when her parents went abroad after her father was promoted to a job in a Middle East oil field." Tina has to avoid repeated attempts to blacken her name and get her expelled, so as to save her father's job.

Sometimes the sport is new, the snootiness unchanged. In *Judy*, "The Unwanted One" at "snobbish Diddbourne Grammar School" is nicknamed The Peasant. She triumphs at orienteering, over the land tilted by her peasant forebears.

*Mandy* came up with something a bit different in "The Oldest Schoolgirl", which has one of the mothers as a pupil, dressed (plumpily) in blazer and gym slip and getting into scrapes. But for no obvious reason the story is set, once again, in "exclusive Hadleigh School".

The inexhaustible seam continues to be mined: "Cherry Perkins, a natural swimmer, was living in the slums when Vernon and Veronica Synges took her to their private school for young ladies. . . . When a comic chooses to feature an ordinary school, there is a greater degree of realism, but no less a preoccupation with social status. Emma ran an up-to-date story about a young teacher's attempt to outdistance "the worst class in the school" by forming a marching group of major-domos. No gowns are worn here, and the teacher goes out and about, making contact with both helpful and hostile parents.

The head teacher is a conventional, "I shall forbid this majorette nonsense altogether if the girls' work does not improve!" but she rejects them, as accurately portrayed. The prospect of exercises dismays them: "Like in P.T.," says one overweight girl, while another threatens to quit: "I'm joined for a giggle—and exercises are no fun!"

The same consciously working-class environment is found in the comic "Sue" where a girl, referring to Sue's skill in drawing, says: "You're excellent drawing!"

After her step-mother's children in a paint-sprayed tower block. Her father is quickly back in jail after punching a police sergeant as well as his new wife, who is depicted as a partying slut.

The reader must decide whether she is a greater barrier than the "gang of thugs who terrorize the tower block" to Sue's struggle to get to school and play volleyball. Once there she has to contend with an unsympathetic gym teacher. It hardly seems worth mentioning, in this catalogue of ills, that father has found time to pawn her kit.

Where the setting is a state school, one might expect to find less pre-occupation with the "posh" or "exclusive" aspects of education, less rejection of the social mix. In recent years, some comics have in fact turned the traditional plot on its head. *Mandy* was first with "Baby Bunting" as a solitary upper-class girl at school: "When her governess fell ill, Barbara Bunting was forced to attend the local comprehensive school." Late in 1978 the same comic was running two such stories simultaneously.

In "School of Secrets", the rich girl actually chose to attend a school for children "from poor backgrounds and broken homes", whereas in "Poor Little Rich Girl" the spoiled daughter of a self-made millionaire was sent unwillingly back to his old school, Coketown Road: "Hey, rich kid. How much pocket-money 'you got—ten quid a week?", asks one girl. "She's too stuck-up to talk to us. Gimme a bite of your apple, Ginger!"

Another, and the newcomer's (inner) reaction is: "They're uncouth. I'll never forgive Father for forcing me to associate with such low types."

School stories have always been hard on "swanks", of course, even when set in some fictional version of Eton or Rodean. Perhaps, indeed, it is their very remoteness from everyday life which enables them to make the kind of social comment which is applicable to all children. But "Poor Little Rich Girl" is just too true to take.

Mary Cadogan and Patricia Craig have noted a general decline in the standards of girls' comics (as distinct from books) in recent years, which makes the old, trite plots seem innocuous by comparison: "For the past 10 years the girls' papers have been full of awful Auntie and Uncle, whose sadistic behaviour towards their charges is completely unrestrained. Leading characters often are blind, crippled, or otherwise handicapped. This clumsy device is obviously intended to heighten pathos and drama."

I have no objection to pathos and drama in girls' comics, nor am I looking for a new scapegoat for childhood's problems. But responsible adults need to keep an eye on what today's schoolgirls are reading. Whatever charges can be laid against the gently conservative bias of the old school stories do not excuse an egalitarianism which makes inverted snobbery into a neurosis.

Comprehensive education requires an atmosphere of social peace. What the girls' comics have to say about schools is simply not funny.

## What was all the fuss about?

Nicholas Tucker looks back at the campaign which led to a ban on horror comics 25 years ago

There cannot be many issues that have ever managed to unite the teachers' unions, the *New Statesman*, the Archbishop of Canterbury and both sides of the House of Commons. One such was the campaign against horror comics, which finally led to an Act of Parliament 25 years ago banning any further sales.

Given the changes in public attitudes to obscenity that have occurred since then, it is interesting to look back on the arguments that were used in this particular debate. Does the eventual decision to ban horror comics still seem like a wholly admirable reaction to an obvious evil, or as one of the last acts of puritan over-sensitivity before the arrival of the counter 1960s and 1970s?

The very success of the Act makes it hard to answer such questions, since typical former horror comics, with titles like *Tales from the Crypt*, *Ecce*, and *Black Magic*, are now impossible to get hold of, even if only to see what all the fuss was about. At the time, if they were printed in large numbers, and then sold cheaply to adults as well as those child readers who had become bored with postwar British children's comics which—until the arrival of *The Eagle*—were generally starved both of newsprint and of new ideas.

But by 1950 many such children were thoroughly hooked on American comics, and particularly the more horrific variety, whose contents sometimes reached a new low in macabre sadism, even by the standards of the most grisly nineteenth-century "bloods", or penny dreadfuls. Particularly upsetting to many was the insistent emphasis on putrefaction, with corpses in advanced states of decay regularly rising from the grave to confront the living.

But, even without this, there were enough examples of cruelty and violent crime, not to mention female voluptuousness, to worry sundry child experts and public figures into forming a Comics Campaign Council, to keep an eye out for the worst examples, and press for legislation against them.

Even so, when the whole matter was first brought up in Parliament in 1952, the spokesman for the Home Office still pleaded that it was impossible to bring in a bill against such things without also banning various well-loved nursery rhymes and "vigorous" boys' adventure stories. In the redoubled campaign that followed this rebuff, more letters were despatched to newspapers, MPs were repeatedly lobbied, and the National Union of Teachers erected a splendid travelling exhibition of some of the worst examples, finally to reside in the library of the House of Lords (where several copies were immediately stolen!).

After three years of this pressure, the government was forced to put up its own bill, which aimed at banning the portrayal of all "acts of violence or cruelty or incidents of a horrible and repulsive nature" in comics "of a kind likely to fall into the hands of children or young persons." Despite some anxiety, principally from Michael Foot and Roy Jenkins, that this could also be used to censor more respectable publications as well—for example, illustrated anti-war pamphlets—it was eventually passed without a division.

In practical terms, the Act, since then has been a success. The three leading British publishers of horror comics immediately went out of business, and although fairly violent illustrations can once more be found in various comics, there is nothing around now that seriously rivals certain pre-1955 publications. In America, by contrast, some very nasty examples are beginning to appear again, and from the descriptions of various current crime magazines that include actual photographs of dead, maimed victims, one can only be glad such publications remain illegal over here.

On the other hand, some of the arguments once used by the comic critics now seem rather suspect. The most powerful witness against horror comics, for

example, was a New York psychiatrist, Frederick Wertham, whose study of the subject *Seduction of the Innocent* came to be something of a best-seller.

Within its pages there was much eloquence, but no acceptable evidence for Wertham's conviction that comic book reading led to more juvenile crime. Nor was it good enough for Wertham to dismiss other psychiatrists who disagreed with him as being in the pay of the comic book lobby.

Yet despite these limitations, Wertham was quoted over and over again in the House of Commons, as well as elsewhere, as the authority on the effects of comic book reading. In fact, even after the worst publications had disappeared, Wertham continued with his campaign against comics, by which time it became clear that—like certain nineteenth-century critics of children's literature—he simply disliked any reading matter that could even conceivably be thought to be setting children on a bad example.

It also seems a little unfair now to have blamed horror comics for their obsession, at a time when government itself was overseeing its own infinitely more frightening nuclear re-armament. Concern expressed in Parliament, therefore, that young soldiers might become corrupted by reading such comics appears rather hollow, when it is also remembered what some of these same servicemen would be expected to do or witness in time of war.

Even if these arguments could be merited, and various pre-establishment but anti-comic MPs did their best—there was also a somewhat disingenuous unwillingness in these debates over to admit that any act of censorship, however good its intentions, is always going to cause some loss of freedom in ways that may not be so admirable. In the comic world, for example, there was a certain wild imagination current among writers and artists which at its worst came out in the excesses of the horror comic, but elsewhere led to exciting, creative work, foreshadowing the Pop Art explosion some 10 years later.

But in 1955, those few with a genuine interest in these developments could find no supporters in public life, since, as Robert Warshaw put it later, in his book *The Immature Experience*, adult critics "were largely able to ignore the distinction between bad and good", because most of us find it hard to conceive of what a "good" comic book might be.

In Britain, this led to the disappearance of a whole range of comics, not all necessarily quite as worthless as each other. In America, meanwhile, the newly created Comic Code Authority, although driving out the worst publications, issued so many rules for conduct that writers and artists found themselves in a genuine strait-jacket, and three cartoonists who had previously satirized Senator McCarthy in their strips were now themselves censored without appeal.

As it is, the 1955 Act was passed with a 10-year time clause, but by 1965 it was made into permanent law. Although most older people are probably glad enough that the whole matter remains settled in this way, in one respect it is still a pity that the original Bill no longer has to come up for renewal and to be discussed.

When the point was made in the original debates that children often turned to horror comics for want of anything better to read, many MPs plucked themselves to see that more money would be spent on children's library facilities. If it would take only another horror comic scare to re-alert Parliament to the disgracefully denuded state of school bookshelves, then there may even be some former opponents who would welcome back these grizzly shockers for another short stay, before yet again returning them smartly to the various crypts, vaults and tombs from whence they first crawled out into the light of day.

Nicholas Tucker is lecturer in developmental psychology, University of Sussex.



*John James argues for the development of a distinctively British school of mime.*



Marcel Marceau is at The Sadler's Wells Theatre, Rosebery Avenue, EC1, until September 13. Information and tickets from 01 837 1672.

This is not meant in passing a

fast and church on Sundays, when it was safe to leave back nursery and back doors unlocked all day

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# Travellers' tales

Jan Stephens

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Travellers in Europe. Private Records of Journeys by the Great and the Forgotten. By J. G. Links. Bodley Head £10.00.

The book is full of details that delight, among them the socially acceptable technique for eating grapes, how to buy kid gloves, and the problems of visiting. "Maids had a kindly but devastating way of taking shoes away to be cleaned or polished, and I was ironed, but I never did not bring home huck-

# Kid gloves and daisy chains

**Valerie Heath**

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**The Private Life of a Country House (1912-39). By Lesley Lewis. David and Charles £5.95. 7153 7826 0.**

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7153 7826 0.

In what may well be one of the most gracious guided tours of the season, Lesley Lewis takes her

**Travellers in Europe. Private  
Records of Journeys by the Great  
and the Forgotten. By J. G. Links.  
Bodley Head £10.00.  
370 30202 8.**

Erasmus Dandolo to Coligny, stantipoleme instead. There is also Cellini. Evelyn reports one oddity that appeals to the modern imagination: traffic jams on the Grand Canal.

Apart from Venice there was all the rest of Europe. Erasmus and Montaigne (a sick man, they described what they saw). And Pepys, of course, crossed the Channel to welcome his new King and, being Pepys, enjoyed himself prodigiously.

My favourite I have left to the Balconade Whitelocks, Cromwell

One pleasure of growing older is to find how many things are left to learn. Sidonius Apollinaris, who writes bad verse and knows even less what one matters, decides to take an official letter from the people of Lyons to the Emperor in the East. Antiquity at Ravenna. It is 454, and the eve of the Dark Ages. I approach to the Alps in slow, keeps on running across. friends. Post-horses over the Alps, a pack-boat from Pavia, then, because the Emperor has moved on to Rome, to horse again. The Alps are a cruel Rubicon; the name is derived from the red tint of gravel." So I am no longer to one man in England not to know (or even wonder) how the river is

The book is full of such surprises or reminders. Thus, following on of the first Grand Tourists, 't

**David Yelland and Marjorie Bland in "Facing the Sun"**

But there is no getting away from the basic fact that our taste for performing dogs and slack wire acts has not changed. The same elements of all the elements that were, for a while, television life: the dramatic tale, the small screen has taken the definition of the comedy of manner, the burlesque sketch, the play and the burlesque sketch. The same situation comedy king. There are more than 20 sitcoms in Ameri-

works from experienced and practised hands that seem to have gone strangely awry. Facing The Sun, a play by Brian Walker (ITV Playhouse, Thames, Tuesday) was one such. It was produced by John Bowen, a playwright of distinction who has, in recent years, done a

**Hugh David at the RSC summer school**

While tourists with their cameras passed outside the window, John Wilders, fellow of Worcester College, Oxford and literary consultant to the BBC Shakespeare was delivering a scholarly lecture on *As You Like It*. His audience, two

hundred and more packed into the Shakespeare Institute at Stratford-upon-Avon, had paid £15.00 for a week of the annual Royal Shakespeare Company Summer School on *Shakespeare and the Theatre*.

There must be several similar schools taking place around the country this month, but the RSC's is the only one run by a major theatre company.

The RSC School was founded in 1948, specifically for teachers of English. Thirty-three years on its members are still largely drawn from the field of education. Teachers, ex-teachers, university lecturers, and even a few actors

Healey never parted with the Pöhl family, and the novel is a study in the bonds of decorum. It was, she believed, based solely on mutual respect and shared interests; both the Pöhls and the Healeys were "people of the world." As a listener, she was struck by the internal evidence of Henry Harrier's sincerity. She feels that Mrs Healey is indulging in a touch of high-minded lack of sympathy, rather in the manner of Duke's self-proclaimed teacher. No doubt the Duke and Alex Arbuthnot's relationship became more intimate as Mrs Healey thought it vain; but it

Director Dr Stanley Wells of Birmingham University strikes a happy balance in the School's "curriculum" between the uncompromisingly academic (as represented by Dr Wilders, or Professor G. R. Hibbard on "The Clown in *Romeo and Juliet*, As You Like It, and *Hamlet*") and a more informal, theatrical element. After the school's head had led the RSC, Ron Daniels spoke about his production of *Hamlet*: a forum of RSC actors answered questions from the floor; the Company's Voice Director, Michael Barry, illustrated the production with Brenda Bruce; and Michael Pennington talked about the problems of playing *Hamlet*.

At least half the fun of a school

## Music fair at Olympia

Monday the British Music Fair sponsored by the Association of Music Industries and Melody House opened at the National Hall, Tampa. Two more days are left to take part in demonstrations here live entertainment, peruse instruments and accessories. Not to be missed—whether your interests lie in popular or classical music, rock or jazz. Admission £1.50; closes at 6 pm on Saturday.

un by the Royal Shakespeare Company is the chance to catch all the season's Stratford productions. Summer School members had tickets for the first three of the four productions of *As You Like It*, and John Barton's *Hamlet* in the Royal Shakespeare Theatre, as well as a sneak preview of Ron Daniels' *...*

## Northern improvisation

The clearest advantage of using improvisation to create a play is the fully rounded characterization that can be achieved. This summer sees two Manchester productions developed by group improvisation.

*Must We Stoop to This?* is prepared by several pupils and seen at Great Stone School, Trafford, looks critically at school life, portraying a traditionalist Head, an apathetic and brutal teacher, with the keen learner, the bully and the remedial among the students. Unfortunately, the 70-minute play lacks firm structure, depth of characterization and critical selectivity. The violent teacher (played by a member of staff) is shallow creation and the Headmaster cannot speak for himself and is presented by a cutout figure who begins to develop and is periodically destroyed by slight comic routines that intrude on the play. The school play and the Christ-

Manchurian Youth Theatre has traditions of improvised drama (Mike Leigh, worked with them in the 1960s) and of this year's *False Hands*, devised and directed by Charles Moritz, concerns the relation between a young drama form, and a low ability class. The 1960s members of the group involved in wichestra? and all people are involved and just under half way through rehearsal several potentially fine characterizations are being brought to performance and critical discussion. The question they do survive, whether the characters do emerge, will possibly depend on mastery of technique and the process of creation has it own end.

**Timothy Ramsder**

DEAR ACTRESS

**The Love Affair of Anton Chekhov and Olga Knipper**  
St. Columba's by the Coast  
4.30 pm  
August 18th to August 20th







## books

### Spindrift

Helen Stanley

*The Craft of Hand Spinning.* By Eileen Chadwick. Batsford £7.50.  
*The Quiltmaker's Handbook.* By Michael James. Prentice-Hall, Inc. £5.50.

The craft of hand spinning fulfils man's creative urge and the need to express himself: "In doing so it enables him to face better the stresses and changing values which are taking over all around him."

Eileen Chadwick, a professional spinner, weaver, and dyer working from her studio in the Quantock Hills successfully communicates her enthusiasm for the craft of hand spinning. As an experienced teacher of craft subjects at secondary and adult education level the author bases her book on educational principles and sets it as a work of reference to reach both the beginner and those wishing to explore much further.

Beginning with the basic principles of hand spinning, with the yarn, the spindle and the spinning wheel, the author launches the spinner straight into some practical exercises detailing the basic processes in a simplified form—sorting, scouring, teasing, carding, combing—obtaining different types of twist, fine and textured yarns, plying, skeining and finishing. Some sections deal with the techniques of spinning wool, silk, cashmere, mohair and angora (fibres); others are concerned with spinning cotton, flax, hemp, jute and alula. Further sections trace the development of hand spinning, the fascinating array of spinning wheels, used



This cat knitting is one of Deborah Niland's witty illustrations for Jean Chapman's *Velvet Paws and Whiskers* (Hodder and Stoughton £4.95) collection of cat stories, songs, verses and illustrations.

throughout the ages to the present day and also advise on buying a spinning wheel and on making simple equipment.

The author stresses the importance of considering the end product whether it is designed for weaving or knitting, for crocheting or embroidery, before one selects the suitable type of spin, the yarn and the finishing process.

Measurements are given in imperial and metric units and the text is illustrated by 135 excellent monochrome and colour photographs. A good glossary of terms, a bibliography, a helpful list of suppliers in Britain, the US and Australia and a comprehensive index complete this stimulating and well-produced book.

The interdependence of good design and good workmanship leading to a successful final product, the interchange of art and craft is the basis of Michael James's excellent book on quilting. Elements of quilt design, pattern, line, light and dark contrasts, colour harmonies and spatial interchanges are explored. Influences from other arts and differing cultures are shown to exist and grid systems which will assist the reader in making a trans-

sition from a conventional to a more personally expressive image are discussed.

Michael James recommends well-tested hand techniques and methods that take the least amount of time but provide the strongest construction. The novice quiltmaker is taught to work several small samples in each method until a basic competence is developed. Numerous excellent photographs, clear and instructive line drawings and beautiful colour illustrations indicate the desired results.

The student will soon be able to begin work on a small quilt and experience the satisfaction to be gained from sewing the final stitches, so being stimulated to explore the medium further.

Personal and creative bed coverings, wall hangings and cushions using inexpensive materials and fabric remnants can be made from the patterns, and interesting information on the history of quilting, appliqué and pieced work is included.

Imperial measurements, with metric values in brackets, are used throughout the book. A comprehensive index and detailed bibliography (mainly American) completes this beautifully produced book.

## Make it easy

Phoebe Lathan

*Creative Sewing Series.* By Sewing with Special Fabrics. By Helena Turley. Things to Make for Children. By Jeanne Argent. Fashion Accessories. By Pauline Bruce. Soft Furnishings. By Emya Hettner. Studio Vista/Cassell in association with the Singer Company (UK) Ltd. £2.95 each. Hodder and Stoughton £3.25.

Nowadays the most expensive commodity is human time, so that rather than buy ready-made clothes an increasing proportion of the population is dressing from jumble sales or Oxfam shops. A smarter and highly satisfactory DIY alternative is provided in this *Creative Sewing Series*; the four titles under review bringing the total to 12. Bound in glossy cheerful shades of orange, jade and cerise, they are lavishly illustrated with inviting coloured photographs of young handsome people using or wearing the finished projects. Each volume is 64 pages long, and includes diagrams and patterns to scale, in both metric and imperial measures. There are useful, though not exhaustive, lists of British suppliers of materials and equipment. One leading off of seven titles, one three, one only two and one has none. The books assume the use of a versatile free-arm sewing machine.

The *Special Fabrics* manual solves the difficulties presented by such tricky materials as suede, stretch twill, pique, velvet, fur and PVC, hints on pressing and general care are included.

In *Things to Make for Children*, safety is the first concern, followed by washability and durability. Articles range from the expected sleeping bag and painting smock to such ambitious projects as a carry-cot, folding camp bed and wigwag. The toy tidy, giving practice in fastening buttons, zips, buckles and laces, is a particularly good idea.

*Fashion Accessories* are most attractive—a professional finish being given to the various bags, belts, sundials and caps, by the use of metal buckles and eyelets, ornamental braids, padded interlining (A paperback of this volume is sponsored by the Women's Institutes, at £1.50).

Advice on *Soft Furnishings* is highly practical: "Make a light-fitting cambric cover for foam pad before covering them; this prevents the cover fabric rubbing the foam every time the pad is sat on and prevents dust penetrating the foam and rotting it." We learn about the intricacies of roller blinds, toggle cushions joined in pairs or threes, and where to buy expanded polystyrene beads for making a sag bag.

The whole series conveys a sense of fun and a sense of achievement in the sewing room, with the radio on and rain trickling down the window panes.

Knitting is a prime example of a skill best learnt by personal demonstration and help. If none is available, then a determined and intelligent child might teach itself from Catherine Firmin's book. But anyone capable of putting the necessary complex diagrams into words (and then into a big word "and" when looking "you must first ask a grown-up to help you") The basic processes described lead to such simple achievements as a scarf, cushion cover, and even rug. Two-ply wool is mentioned, but is now almost unobtainable. This book may well be useful to seven and eight-year-olds who have no knitter in the family circle.

The price is such that one or perhaps two boxes of cards must supply the whole class and this means that each pupil is to work on a different card, making any kind of class teaching impossible.

The teaching method employed is, of course, a matter for the personal preference of the teacher or the philosophy of the school. Those schools who wish to use an individualized card system will find SMP 7-13 very well organized. For instance, in Unit six there are 10 mathematical topics: enrichment activities, number, fractions and decimals, measurement, area and volume, graphs, shape, angles, statistics and directed numbers.

Each topic is represented in three sections and each section contains a number of cards. Pupils must complete at least the key part of each section in a topic before going on to the next section. But they may attempt topics in any one section in any order, thus giving the flexibility needed to make the system work.

One advantage which the SMP 7-13 card system will have over his book-using colleagues is the large quantity of material. In Unit six there are 245 cards, and as many of these are doubles or even triples, this is equivalent to more than 500 pages. Admittedly they are generously designed with lots of space on each "page" but then one can afford to take a spacious approach with such a large number of pages. It would cost more than £50 to buy the same amount of mathematics books if you were buying a class set of 30. But, of course, a class set does give you the material 30 times over, and a box of cards is just one copy. So in the end, it is impossible to choose between cards and books on econ-

## Work cards for a single way of working

Andrew Rothery on the School Mathematics Project 7-13

School Mathematics Project 7-13 Unit 6 Cambridge University Press Pupil's pack: £60

The publication of Unit six of SMP 7-13 marks the completion of this project. Each unit contains work for one school year; so units one to four cover the ages seven plus to ten plus and units five and six cover 11 plus and 12 plus. Where a local authority has a middle-school system in operation, with transfer at 13, then the SMP 7-13 materials seem to have a clear market.

In the more common system with a transfer age of 11, then the SMP materials have a dual role: Units one to four are aimed at the junior schools and Units five and six are aimed at the younger part of the secondary school. So secondary school mathematics teachers have a new resource to consider when planning the work of the first and second years.

The pupil's pack consists of a set of pupils' work cards and a copy of the teacher's handbook, an answer book and samples of the record cards and assessment tests, all of which may be purchased as units if more are needed.

The basis of the pack is thus the set of workcards. These are strongly made A5-size cards, certainly robust enough for class use. Many of the cards are folded and open out to double or treble the size, forming a small booklet. They are printed in two colours and are extensively illustrated with cartoons, photographs and diagrams.

Unless the teacher is prepared to use a workcard-based individualizing system with the class, there is no point in considering this pack.

## Humanities curriculum

by Gorman Stafford

*The Adventure of Man.* (The Ancient and Classical Worlds). The Inventor. (MAN 2). 1. The Vision and the Skill. 2. Crafts of Health and Home. 3. The Art of Living Together. Each double-frame filmstrip with soundtrack. £3.00. Each optional cassette: £2.50. Visual Publications, 19, Green, Northleach, Cheltenham GL54 3EX.

The *Adventure of Man* series continues to grow. Nineteen titles are available on the Ancient and Classical Worlds; 23 titles on the Medieval World. The first titles on the Renaissance will be published shortly. Visual Publications seem determined to get the scope and content of this series right, each new addition bears the marks of careful preparation. The *Adventure of Man* is not simply a resource bank for the Humanities curriculum for the secondary school.

The *Vision and the Skill* is argumentative in the very best sense. It differs from the age, in part at least, because it makes tools. Most of the possibilities in a piece of such as *Winefride Bull's* is a panned metric fifth edition. It is a useful class reference book. The problem of dealing adequately with the subject of invention are clear in the *Vision and the Skill*. Both books are well written and make a machine used to the most universal and most useful of all tools: the pen. The photographs in the *Vision and the Skill* are well handled: axe, split and skulls—more easily.

The *Art of Living Together* examines man's inventiveness in the context of the problems posed by living together. The "private" organization of the family is followed by the "political" organiza-



From "Crafts of health and home".

ties which make invention possible remain an interesting, if elusive, issue. *The Vision and the Skill* is much more than the portrait of the everyday life of primitive man; it is this which gives it a particular

*Crafts of Health and Home* focuses on domestic inventions—shelter and housing, weaving, the invention of the needle and pottery.

This is the most obviously descriptive of the three sub-units although some attempt is made to suggest the circumstances in which specific developments took place. Hence the house at Farnham reflects local materials, climate, tribal habits and individual skills. Rightful attention is paid to the origins of the Bronze Age. Up to this point man, in the limits of his inventiveness, had changed the shape of natural objects.

With the fusing of copper and tin man begins to change the material that nature offered. The possibility of the invention of new substances was to cast a shadow over all future history. Gunpowder was a long way off, but the process had begun.

The *Art of Living Together* examines man's inventiveness in the context of the problems posed by living together. The "private" organization of the family is followed by the "political" organiza-

omic grounds without allowing for the teaching method to be used. Basically, the cards are written to provide problems to solve and a set of separate problems on a topic, though many contain problems grouped on a theme. For example one card on angles is a six-page booklet featuring Cuthbert, James and Richard who go sight-seeing in London. By pacing out the distance away from various tall buildings, they use a stick of known length to find the heights of the buildings.

Illustrated by photographs and cartoon-conversations between the children, the pupil is guided by a series of questions to find the height of St Paul's, the Monument and Nelson's Column. Such themes help to create a realistic context for mathematical activities which would otherwise seem very dry. Naturally some situations are more artificial than others and though they enliven the topic they are not a genuine application of mathematics.

For example in another card Ian and Gary are seen on endurance tests making a journey through the countryside. Vectors are used to describe the stages of the journey, and though this constitutes a very nice way of introducing vectors with negative components it is probably not the way an SAS trainee would handle it.

A crucial problem for a workcard-based individualizing-learning system is "How do you explain to the children what to do?" and "How do you discuss the methods used and the concepts involved?" Since each child is working alone most of the time, and the teacher is busy organizing the cards, moni-

toring progress and checking the assessment tests, there is not much scope for the teacher to spend time explaining new topics.

In class teaching, you can take five minutes to show everybody a particular point before they start work; in individualizing learning there is only two minutes each on each pupil in an hour's lesson.

The authors have certainly not overlooked this hazard and every effort has been made to provide explanation and discussion on the cards. They do this without using the conventional text-book technique of providing expository textual material—nowhere do you find a chunk of prose. There are three techniques cleverly employed which are very much worth mentioning.

First, the authors use cartoon-strips or photographs of a real context to set the scene for a problem. In a card featuring John, an architect in a city planning office, we see a photograph of him at his desk. On another card two cartoon characters set the ball rolling with this conversation:

Boy: Can you lend me 10p?  
Girl: No, sorry. I've only got 12p and I need it all for the bus.  
Boy: Cor, that's cheap. My bus fare costs 30p.  
Girl: How far do you come?  
Boy: 5km. How about you?  
Girl: 2km. Oh, I see. There's a simple way to work out the fare if you know the distance.

Text: Can you see how to work out the fare?  
Second, cartoon characters are seen thinking out loud or discussing a certain point, making themselves clear to the pupil. The explanation for the pupil is carried in this way. Third, the questions set to pupils are broken down into small steps so that the

pupil can use answers to the earlier parts of the question to help understand the final parts.

These three special techniques together with more straightforward statements and diagrams are used imaginatively. It is welcome to see authors experimenting with such devices, particularly where the pupil has to rely so much on reading the cards.

An important component of Unit six is the "Activities" topic. Thirty-nine cards are devoted to enrichment activities, puzzles, games and investigations. They are not present in the earlier units and are a welcome addition. The subject matter of the mathematical topics is very locally based, and though one or two "modern" items come in, the course is certainly not a modern mathematics course to the same extent as the SMP secondary school textbook series. Indeed, the promotional material makes it clear that there is no new mathematics.

And follows a course representing the best of what most schools are now teaching.

The middle school teacher already hooked on Units one to four will find the final units following with the same good quality. For the secondary school teacher prepared to teach by individualized learning SMP 7-13 offers a sound foundation course for the first two years of school.

Many teachers have firm reservations about working this way and see rightly worried about the loss of the benefits which class teaching can provide. However, if they have enough money (as a school with a large intake will) a set of cards provides a more than adequate back-up resource to a basic text to give flexibility in handling the varying pace of different pupils.

## resources

### Children's literature

## A sharp slap from her grandmother

Sophie Last

*Fanny and the Battle of Patter's Place.* By Penelope Farmer. Heinemann £3.50. 434 94937 X.  
*The Runaway Train.* By Penelope Farmer. Heinemann £3.50. 434 94938 8.  
*The Lost Umbrella of Kim Chu.* By Eleanor Bates. Oxford University Press £3.50. 19 271443 0.

Two new additions to Heinemann's *Long Ago Children's Books* are sequels to earlier volumes in the series. *Fanny and the Battle of Patter's Place* has appeared in two previous stories and Penelope Farmer's story of *The Runaway Train* set in the not-so-long-ago of 1947 is a companion to *The Coal Train*. They are both competent books written to a successful formula.

*Patter's Place* is a plot of waste-land which Fanny Stanton and her siblings regard as their own. One day it is invaded by strange children, immediately identified as the enemy. The Robinson children, offspring of the now neighbours, also

invade the schoolroom since the previous night it a good idea for the children to share a governess, the subtly yet Miss Turner. Battle commences on two fronts, discreetly in lessons when Miss Turner is not looking, and freely and joyfully (though with a strict code of conduct) in open warfare in Patter's Place.

When, after a few wonderful days of combat, the Robinsons are posted for a week because of the post-battle state of their clothing, the Robinsons' secret war begins. Patter's Place is a masterpiece of suspense and much fun. When battle is rejoined both sides realize that the outcome will be like damming the stream could also be fun. Peace prevails.

The book is enjoyable, though a little over-collusive in its children's plot. It is a competent and predictable in its characterization. No doubt Fanny fans will enjoy it.

Characterisation is stronger in *The Runaway Train*. Rosie Dodd, daughter of the unstoppable driver of the excursion train, tells the story. She, however, is repeating what her friend Beryl told her about the outing when the train ran away. Thus Rosie's comments on her

friend are cleverly superimposed on Beryl's interpretation of events. Beryl is an attractive character, a forthright, plump girl who thinks one must be sharp to compensate "if you are fat like me". The actual episode of the runaway train is less satisfactorily drawn and is, in places, unconvincing.

*The Lost Umbrella of Kim Chu* is a better idea but does not quite succeed. It tells of Kim Chu, who lives in New York's Chinatown community and who one day loses her father's precious umbrella. She then because it is necessary to reveal a scroll commending him for his "brave and funny" design for a dragon for the Chinese New Year Celebrations. A sharp slap from her grandmother sends her in search of the umbrella.

Too much depends on coincidence and chance. Fanny story devices like the talkative umbrella combined with such characters as a mysterious stranger straight out of a nineteenth-century novel fit together with prosaic vividness. Much better are the characters of the little girl, the grandmother, and the librarian, but the whole remains a hotch-potch.

## Simulated sacrifices

Joe Benjamin

*The Youth Games Book.* By Alan Beattie & Howard Armstrong. Lutterworth, Cambridge. £2.00.

In spite of its rather clumsy title, this book is at the same time both serious and full of fun. In their introduction, the authors claim that it should be useful to teachers, social and youth workers; and to conference organizers who face the task of introducing delegates to each other.

Many of the games illustrated with the familiar to those who have not yet entirely forgotten their own childhood. Some will also appeal to the more adolescent in "H" or "I" particularly like "Henge", or

"Ritual Murder"—where the human sacrifice sits in the centre of a space circle... and the day after is followed by "Victory over the Grass for the A303" where, if she is lucky, she will thumb a lift to nearby Bulford Camp and visit a sanctuary from the British Army. I do not come across anything quite so good as an introduction to the "Victory over the Grass" or "Ritual Murder" and "Mansoor". If spending lunchtime in the Betting Office is your "I.T. group's" favourite pastime.

In all, the sort of book useful to have on one's shelves. Better still, it packs easily, and if anyone is still chasing a Duke of Edinburgh gold, "Victory over the Grass" is a most place of information spread over six pages and including maps, tables and text.

## Spineless

*A Life of Invertebrates.* By W. D. Russell-Hunter. Collier Macmillan £9.95. 02 404620 6.

It is easy to imagine the daunting problem of dealing with the invertebrates (some 96 per cent of all life nearly 2 million living species), but this book will be invaluable as an introduction to the life of the invertebrates. By avoiding discussing the traditional "representative types" of the various phyla which are, too often, not really representative, the author probes to reveal a "hypothetical primitive form".

The illustrations, both line drawings and photographs, are excellent and well complement the text.

R. C. Vernon

## Breathless

*Ramblers' Ways.* Edited by David Sharp. David and Charles £6.50. Backpacking. By Jamie Peters. David and Charles £4.50. *Freedom to Roam.* By Howard Hill. Moorland Publishing Company £5.95.

Ramblers have secured and chartered the right to roam in the British Isles. In the varied terrain of Britain, a generous selection of routes is described in *Ramblers' Ways*. This is a most attractively produced book, rich in photographs, line drawings and sketch maps.

In the varied terrain of Britain, a generous selection of routes is described in *Ramblers' Ways*. This is a most attractively produced book, rich in photographs, line drawings and sketch maps. The book is divided into two parts: the first part is a guide to the routes in England and Wales are given in detail, each by someone with an intimate and authoritative knowledge. The second part is a guide to the routes in Scotland, Wales and Ireland. Each route is subdivided to allow walkers to plan their own particular trip. Details of accommodation and transport are provided, and an appendix lists maps and guidebooks for each walk. The book is a most useful and interesting guide to the world of walking in Britain.

## Sew what

*Fabrics and Sewing Processes.* By Margaret A. Maguire. Blackie £2.35. 216 90352 1. *Basic Needlework* (fifth edition). By Winifred M. Bull. Longman £2.20. 582 33067 X.

*Fabrics and Sewing Processes* sets out to be a text book for SCE and could serve equally well for CSE and O level. The three sections—fabrics, characteristics, and the use of fabrics—are up-to-date, clear and concise, and the illustrations and photographs are of high quality. The book is a most useful and interesting guide to the world of walking in Britain.

It is good to see fabric care dealt with fully in a needlecraft text book: the passages on detergent action, choice of detergents, fabric softeners, the place of spray starch, choosing washing machines, using commercial laundries to wash and iron, are all clearly explained. Sewing processes are explained by means of questions like "Can you see a pocket in a seam?" and "What do you know about sleeves?"

Beryl Clayton

## Microprocessor survey results

Survey returns from 60 out of 104 L.C.s in England and Wales show that 663 secondary schools in the maintained sector out of a total of about 4,988 either already have microcomputers or have them on order. Most of these schools, the survey suggests, only have one machine.

The survey, which was conducted by the Schools Council and Council for Educational Technology, shows that a high proportion of these microcomputers are being used in computer studies. CSE and O level with large numbers also being used for computer aided learning and school administration.

Computers studied, mathematics, physics and statistics were the subject areas in which the microcomputers were mainly being used. The results of the survey have been fed into a computer and additional information will be added.

Copies of a short report summarizing the main findings of the survey can be obtained from Jill Coates, CET, Information Office, 3 Devonshire Street, London W1N 2BA.

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Marston,  
Oxford.  
0865 40141







## SECONDARY

## continued

## Music

## Heads of Department

## SOMERSET

**WILLS CATHOLICAL SCHOOL**, Taunton, Somerset. The Head of Department of Music is required for September 1980. The successful candidate will be responsible for the music department and will have to be a qualified teacher with a minimum of 5 years' experience. The salary is £10,000 per annum. Applications should be sent to the Headmaster, Wills Catholic School, Taunton, Somerset, TA1 1JH. Closing date: 10th September 1980.

## Scale 1 Posts

## SEFTON

**SEFTON HIGH SCHOOL**, Sefton, Merseyside. The Head of Department of Music is required for September 1980. The successful candidate will be responsible for the music department and will have to be a qualified teacher with a minimum of 5 years' experience. The salary is £10,000 per annum. Applications should be sent to the Headmaster, Sefton High School, Sefton, Merseyside, L35 9EF. Closing date: 10th September 1980.

## Physical Education

## Heads of Department

## BROMLEY

**BROMLEY GRAMMAR SCHOOL**, Bromley, Kent. The Head of Department of Physical Education is required for September 1980. The successful candidate will be responsible for the physical education department and will have to be a qualified teacher with a minimum of 5 years' experience. The salary is £10,000 per annum. Applications should be sent to the Headmaster, Bromley Grammar School, Bromley, Kent, BR1 1JH. Closing date: 10th September 1980.

This Outer London Borough is situated on the eastern side of central London, on the fringe of the Green Belt. There is easy access to London. Unless otherwise stated: Applications are invited for the following teaching posts, to take effect from September, 1980 or as soon as possible thereafter. Closing date is 14 days after the appearance of this advertisement. For all posts, letters of application should be sent to the Headteacher concerned, giving full curriculum vitae and quoting two referees. Applications requiring acknowledgement, requests for further details and application forms should be accompanied by a stamped addressed envelope. There is a scheme for removal expenses—details on request.

## SECONDARY SCHOOLS

**HARROW LODGE SCHOOL** (Roll 750 Boys), Hyland Way, Harrow, Essex. Telephone: Harrowchurch 57041. Headteacher: W. S. Youl-Richards, B.A.

**i) SCIENCE SCALE 3**

Ability to teach Physics to "A" level an advantage. The school is split site with three specialist laboratories on the Upper School site and two general laboratories on the Lower Site. The subjects are taught to CSE, "O" and "A" level.

**ii) MATHEMATICS SCALE 1**

Headteacher: Mrs. M. F. Breyer, B.Ed.

## MAYLANDS SCHOOL (Roll 890 Girls), Broadstone Road, Harrowchurch RM12 4AJ. Telephone: Harrowchurch 41537. Headteacher: Mrs. M. F. Breyer, B.Ed.

## Drama Scale 1

Required January 1981 to teach Drama with some English. The subject is currently taught to CSE level and an "O" level course is contemplated. Candidates should be able to teach theatre skills and be keen to undertake production work.

## ST. EDWARDS SCHOOL (Roll 1,000—Sixth Form 150), Alder C, of E. Comprehensive, London Road, Romford, Essex. Telephone: Romford 42809. Headteacher: J. E. Gwynn, M.A.

## METALWORK/WOODWORK/ENGINEERING DRAWING SCALE 1

Full or part-time post for either a first appointment or a more experienced applicant. There are well equipped craft shops and engineering drawing is an expanding subject within a strong energetic department. Many candidates opt for "O" level and CSE examinations in several subjects. "A" level work also available for a suitable candidate.

## SANDERS DRAPER SCHOOL (Roll 887 Co. Ed.), Suttons Lane, Harrowchurch, Essex. Telephone: Harrowchurch 49008. Headteacher: G. Rogers, B.Sc.

## TEMPORARY SCIENCE SCALE 1

required during the maternity leave of absence of the present post holder. The post is mainly to teach Biology.

## Havering

## Science

## Other Posts on Scale 2 and above

## ESSEX

## HAYWARD FOUNDATION (V A)

**HAYWARD FOUNDATION (V A)**, Haywards, Essex. The Head of Department of Science is required for September 1980. The successful candidate will be responsible for the science department and will have to be a qualified teacher with a minimum of 5 years' experience. The salary is £10,000 per annum. Applications should be sent to the Headmaster, Hayward Foundation (V A), Haywards, Essex, SS16 5JH. Closing date: 10th September 1980.

## Havering

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**HAYWARD FOUNDATION (V A)**, Haywards, Essex. The Head of Department of Science is required for September 1980. The successful candidate will be responsible for the science department and will have to be a qualified teacher with a minimum of 5 years' experience. The salary is £10,000 per annum. Applications should be sent to the Headmaster, Hayward Foundation (V A), Haywards, Essex, SS16 5JH. Closing date: 10th September 1980.

## Scale 1 Posts

## BRENT

**BRENT HIGH SCHOOL**, Brent, London. The Head of Department of Science is required for September 1980. The successful candidate will be responsible for the science department and will have to be a qualified teacher with a minimum of 5 years' experience. The salary is £10,000 per annum. Applications should be sent to the Headmaster, Brent High School, Brent, London, WU7 3JH. Closing date: 10th September 1980.

## Hertfordshire

## OWEN SCHOOL

**OWEN SCHOOL**, Hertfordshire. The Head of Department of Science is required for September 1980. The successful candidate will be responsible for the science department and will have to be a qualified teacher with a minimum of 5 years' experience. The salary is £10,000 per annum. Applications should be sent to the Headmaster, Owen School, Hertfordshire, SG11 1JH. Closing date: 10th September 1980.

## Bromley

## BROMLEY GRAMMAR SCHOOL

**BROMLEY GRAMMAR SCHOOL**, Bromley, Kent. The Head of Department of Science is required for September 1980. The successful candidate will be responsible for the science department and will have to be a qualified teacher with a minimum of 5 years' experience. The salary is £10,000 per annum. Applications should be sent to the Headmaster, Bromley Grammar School, Bromley, Kent, BR1 1JH. Closing date: 10th September 1980.

## Buckinghamshire

## AYLESBURY VALLEY SCHOOL

**AYLESBURY VALLEY SCHOOL**, Aylesbury, Bucks. The Head of Department of Science is required for September 1980. The successful candidate will be responsible for the science department and will have to be a qualified teacher with a minimum of 5 years' experience. The salary is £10,000 per annum. Applications should be sent to the Headmaster, Aylesbury Valley School, Aylesbury, Bucks, HP8 4JH. Closing date: 10th September 1980.

## Cheshire

## EDUCATION COMMITTEE

**EDUCATION COMMITTEE**, Cheshire. The Head of Department of Science is required for September 1980. The successful candidate will be responsible for the science department and will have to be a qualified teacher with a minimum of 5 years' experience. The salary is £10,000 per annum. Applications should be sent to the Headmaster, Education Committee, Cheshire, M1 1JH. Closing date: 10th September 1980.

## Gloucestershire

## NID GLAMORGAN

**NID GLAMORGAN**, Gloucestershire. The Head of Department of Science is required for September 1980. The successful candidate will be responsible for the science department and will have to be a qualified teacher with a minimum of 5 years' experience. The salary is £10,000 per annum. Applications should be sent to the Headmaster, Nid Glamorgan, Gloucestershire, GL1 1JH. Closing date: 10th September 1980.

## Other than by Subject Classification

## Scale 1 Posts

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**NID GLAMORGAN**, Gloucestershire. The Head of Department of Science is required for September 1980. The successful candidate will be responsible for the science department and will have to be a qualified teacher with a minimum of 5 years' experience. The salary is £10,000 per annum. Applications should be sent to the Headmaster, Nid Glamorgan, Gloucestershire, GL1 1JH. Closing date: 10th September 1980.

## Bexley

## London Borough

## SUPPLY

## TEACHERS

Supply teachers are required for service in Primary and Secondary Schools.

## Application forms available from, and returnable to, Chief Education Officer for Schools (T.5), Town Hall, Crayford, Kent, DA1 4EN. A S.A.E. (foolscap) should be sent with the request for an application form.

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## London Borough

## SUPPLY











London Borough of Havering  
Education/Careers Department

## Area Careers Officer

Rainham

S.O.1

£7,028-£7,467 p.a.

To be in charge of the Careers Office at Rainham. Duties embrace those normally attached to the role of Careers Officer with additional specialist responsibility for academically more able pupils undertaking 'A' level studies, together with management responsibilities. Applicants should have relevant Careers Service experience and be appropriately qualified.

Application forms and further details obtainable from the Principal Careers Officer, Careers Service, 12th Floor, Mercury House, Romford, Essex RM1 3DR, to whom they should be returned by 5th September, 1980.

## ASSOCIATION OF BRITISH TRAVEL AGENTS Course Co-ordinator

A.B.T.A. requires a Course Co-ordinator to organize training courses throughout the U.K. for the A.B.T.A. City and Guilds Certificate of Travel Agency Competence (COTAC), to co-ordinate training for COTAC colleges of further education and to participate in the development and implementation of induction training programmes. The person appointed would also be expected to assist generally, and on occasions to deputise for, the Education and Training Adviser.

Applicants should be qualified teachers or trainers who have also had experience or formal training in business management, preferably but not necessarily in Travel/Tourism. The position will be based in London but considerable travelling within the U.K. will be necessary. Starting salary negotiable at about £7,000 per annum. Written applications, together with full CV, to Clive Edwards at the undermentioned address by 31st August, 1980.



Association of  
British  
Travel Agents,  
55/57 Newman Street,  
London W1P 4AH

## Outdoor Education

### FIELD STUDY AND OUTDOOR PURSUITS COURSES

1981/82 ACTIVE CITIZENSHIP course for 16-18 year olds. The course is designed to help students develop their self-reliance and confidence through a variety of outdoor activities. The course is run by experienced staff and includes a variety of practical exercises and theory. The course is open to all students and is a compulsory part of the curriculum. The course is run by experienced staff and includes a variety of practical exercises and theory. The course is open to all students and is a compulsory part of the curriculum.

SUMMER HOLIDAY JOB. Are you looking for an interesting way to spend your summer holidays? We have a variety of jobs available for students aged 16-18. The jobs are designed to help students develop their self-reliance and confidence through a variety of outdoor activities. The jobs are run by experienced staff and include a variety of practical exercises and theory. The jobs are open to all students and are a compulsory part of the curriculum.

## English as a Foreign Language

BERKSHIRE International Sixth Form College for girls, offering a wide range of courses in English, French, German, Italian, Spanish, and Russian. The college is located in Reading, Berkshire, and is a member of the Association of British Travel Agents.

T.E.F.L. COURSES The college offers a variety of courses in English as a Foreign Language (EFL). The courses are designed to help students develop their self-reliance and confidence through a variety of outdoor activities. The courses are run by experienced staff and include a variety of practical exercises and theory. The courses are open to all students and are a compulsory part of the curriculum.

LONDON. W.1. Private school for girls, offering a wide range of courses in English, French, German, Italian, Spanish, and Russian. The school is located in London, and is a member of the Association of British Travel Agents.

# EFL Teachers for Saudi Arabia

c.£13,500 p.a. tax free

Cable & Wireless Limited require EFL teachers on an unaccompanied status to join a small team teaching on a new project in Riyadh. Students are learning English as a preliminary to training as telecommunications engineers.

Applicants should have a suitable degree and a formal TEFL qualification. Experience of teaching Arab students is desirable, preferably in the Middle East. Experience in the preparation and use of ESP material, particularly at a basic level, would be a decided advantage.

Because of the requirements of this posting only male British applicants can be considered.

\* 21-month contract including leave periods commencing November 1980

\* Free accommodation

\* Leave approximately every four months

Please apply to:

The Recruitment Manager, Dept. AS76,  
Cable & Wireless Limited, Mercury House,  
Theobalds Road, LONDON WC1X 8RX.  
Tel: 01-242 4433 ext. 4008.

For an application form to be submitted by 5th September, 1980.



**Cable & Wireless**  
Helps the world communicate

## OVERSEAS DEVELOPMENT

KNOW-HOW-vital to developing countries

## Secondary Education: Principal, Malapoa College Vanuatu (formerly New Hebrides)

To be responsible for the Director of Secondary Education for the organisation and administration of the college; to act as Secretary to the Board of Management and to oversee the keeping of proper financial accounts through the Bursar. Applicants, aged up to 55 years, should have a Degree, a Post Graduate Certificate in Education, considerable experience in the administration of a secondary school providing courses to 'A' level and with boarding facilities. Ability to speak and understand French essential. Previous overseas teaching experience, understanding and experience of teaching English as a Second language and a knowledge of standard boarding school accounting would be an advantage.

Appointment 22-23 months in the first instance. Salary in range £9,756-£12,246 p.a. which includes an allowance, normally tax free in range £2,262-£4,752 p.a. Terminal gratuity 25 per cent of basic salary.

Other benefits include free family passages, children's education allowances and subsidised accommodation. An appointment grant of up to £300 and an interest free car purchase loan of up to £2,400 may be payable in certain circumstances. Superannuation rights may be safeguarded. Applicants should be citizens of the United Kingdom and Colonies.

For full details and application form please apply, clearly indicating which post is being applied for quoting ref. 316/5, giving details of age, qualifications and experience to:-



Appointments Officer,  
OVERSEAS DEVELOPMENT ADMINISTRATION,  
Room 301, Elms House,  
Stag Place, London SW1E 5DH.

HELPING NATIONS HELP THEMSELVES

## Appointments Wanted

ASSISTANT in School of a college.

Teaching English to Arab students in Riyadh. The post is for a full-time position in a small team. The post is for a full-time position in a small team. The post is for a full-time position in a small team.

TECHNOLOGY GRADUATE with a degree in Engineering or Technology. The post is for a full-time position in a small team. The post is for a full-time position in a small team. The post is for a full-time position in a small team.

## Educational Courses

DAY AND EVENING COURSES

English, French, German, Italian, Spanish, and Russian. The courses are designed to help students develop their self-reliance and confidence through a variety of outdoor activities. The courses are run by experienced staff and include a variety of practical exercises and theory. The courses are open to all students and are a compulsory part of the curriculum.

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## Personal Announcements

BANK ROBBERY - Handed a life sentence for a robbery in London.

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## For Sale and Wanted and Postal Shopping

PRIVATE INVESTOR

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# Headmaster's Diary

Part four: discussion mode neutrality causes lag in democratic self-audit exercise

I arrived at school good and early, hoping to answer some letters before anyone arrived. I was met, however, by Nicks, the caretaker, whom I'd had to have words with yesterday for not minding his own business. Our area education officer, Humphrey Twitchett, had called in to see me but had been intercepted in the carpark by Nicks, who had harangued him about the shortage of money for cleaning materials and toilet rolls. I made it clear to Nicks that all external matters were to be referred to me.

Now Nicks came up to me with an ingratiating smile and said: "Ah, Doctor, begging your pardon so early in the day, but there's a gentleman to see you, and knowing how particular you are about public relations, I've put him in your office awaiting your pleasure, as you might say. Judging by his attire and bearing, I would place him to be a member of the managerial classes". Nicks knows perfectly well that the right place for visitors is a chair in the hall, but there are times when he seems particularly obtuse.

I always like to greet people in a proper manner by rising from my desk and giving them a formal welcome, and I was doubly annoyed to find the visitor sitting in my own chair reading the staff handbook. He turned out to be some underling in the local council with a daughter in the third year.

The third year group was one that we had tried out the new county maths tests on the other day. Apparently his child had been under sedation ever since, worrying in case she wouldn't get in the O level next year. The teacher had told them it was a big test to see how clever they were, and the class had assumed it was an exam to sort them out for the fourth year options.

I tried to explain the difference between an exam and a test, but he only cottoned on when I discovered he worked in the weights and measures department. As soon as I mentioned standards, his face lit up and he became quite enthusiastic.

But all this took time, and by now I had to go off and give a lesson on "Life Skills" to a fourth year class. I'd fit on the idea of doing a few trial lessons in this area in the RE and careers slot to show the staff what a good thing it would be to make it a whole course next year.

Also, old Charnage, my predecessor, had given up teaching on the timetable some years ago, and it was becoming a bit embarrassing to advocate self-assessment in the classroom when I'm never in one myself. So I invited my free staff to come along and watch the lesson as part of our democratic school self-audit exercise.

I'd expected one or two to turn up, but I must admit I was surprised to find seven staff already installed at the back when I arrived to give the introductory lesson, which had as its theme "Getting on together—our European partners". As soon as I switched on the projector, the bulb fused; and the only piece of chalk was covered in chewing gum and wouldn't write. The lids on the desks didn't seem to shut properly, so that every time the pupils leant on them there was a

fusillade of bangs. I must remember to do a memo to staff about chalk and furniture.

I was anxious to get the lesson into the discussion mode as soon as possible, and since one of the observing staff was Cecil Stonejaw, who is keen on new ideas, I cleverly asked him to be the neutral chairman. So he took over, and then there was a long pause. Eventually I said: "Well, we could discuss the common agricultural policy." At this, Stonejaw said: "I'm sorry, headmaster, but we must stick to the rules. Neutrality means non-intervention. Let's just sit this one out, shall we?" It was already nearly the end of the lesson, and the minutes dragged by.

Then a boy asked: "How high is the butter mountain?" And another said: "Are there any boats on the wine lake?" Someone at the back began to make a noise like an out-



There are times when Nicks, the caretaker, seems particularly obnoxious

board motor, and a girl called out "Any more for the Skylark?" I was obviously put out by this turn of events, and said: "Steady on—let's have none of this nonsense." Then Stonejaw roared. In a shocked voice: "Headmaster, the pupils must make their own construction of reality—we cannot

impose our own interpretation upon them." Luckily, the bell went at that point.

I had forgotten that Stonejaw had been elected secretary of the school self-audit committee which I had recently set up, and as I went to the said to me, rather pompously: "Would you wish to comment on our report of your lesson before submit it to the committee, or you feel direct presentation would establish a more authentic democratic context?" I replied: "I can interpret the reality of lessons in whichever way you like, and stalked off in what I thought was a rather effective manner.

I was quite exhausted by the end of the day, but after one of Rona's rabbit curries I was in good shape for the evening meeting of the Windmakers' Circle. As soon as I arrived, a man rushed up and pumped me by the hand; and I realized it was the parent for the council offices who had taken up so much of my time earlier.

The meeting began with an "All Questions?" session, the committee forming the brains trust. This was my first appearance since being elected to the committee, and I would have been well but for a tiresome man from the council, who kept asking one question after another, always beginning with "wonder if my friend, Dr Smeltzer could advise on..."

Afterwards the chairman gave a funny look, and said: "How nice to have such articulate advisers, must be one of the pleasures of headmastering."

By this time the rabbit curry was starting to repeat, so I made apologies and left before the worst tasting. Fortunately I'd left no indigestion tablets in the car.

Next week: Wildlife at the summer fete.



After one of Rona's rabbit curries, I was in good shape for a meeting of the Windmakers' Circle.

Illustrations by Rosemary Harrison

## Maths teaser

Fun with figures:

Is it possible for a number with three digits to be a multiple of the sum of its digits?

It is not possible to find a three-digit number that is nine-times the sum of its digits, or ten-times the sum of its digits, but it is worth while to investigate higher multiples of the sum of the digits, and we find that 198=11(1+9+8), and 108=12(1+0+8).

Investigate the possibilities when the multiple is (a) 13, (b) 14, (c) 15, (d) 16, (e) 17, (f) 18, (g) 19. You should make some surprising discoveries.

Simultaneous equations  
(1)  $3x + 4y = 7$  and (2)  $5x + 7y = 13$ . Show that  $x = 1$  and  $y = -1$ . Hence find  $x$  and  $y$ .  
(3)  $2x + 3y = 12$  and (4)  $4x + 5y = 23$ . Hence find  $x$  and  $y$ .

Special triangles

If the three angles of a triangle for an arithmetical progression, show that one of its angles must be 60°. If its smallest angle is  $x^\circ$ , what is its largest angle?

To fun with figures:

Solutions:

(1)  $3x + 4y = 7$  and (2)  $5x + 7y = 13$

(3)  $2x + 3y = 12$  and (4)  $4x + 5y = 23$

(5)  $6x + 7y = 19$  and (6)  $8x + 9y = 25$

(7)  $9x + 10y = 31$  and (8)  $11x + 12y = 37$

(9)  $12x + 13y = 43$  and (10)  $14x + 15y = 49$

(11)  $15x + 16y = 55$  and (12)  $17x + 18y = 61$

(13)  $18x + 19y = 67$  and (14)  $20x + 21y = 73$

(15)  $21x + 22y = 79$  and (16)  $23x + 24y = 85$

(17)  $24x + 25y = 91$  and (18)  $26x + 27y = 97$

(19)  $27x + 28y = 103$  and (20)  $29x + 30y = 109$

(21)  $30x + 31y = 115$  and (22)  $32x + 33y = 121$

(23)  $33x + 34y = 127$  and (24)  $35x + 36y = 133$

(25)  $36x + 37y = 139$  and (26)  $38x + 39y = 145$

(27)  $39x + 40y = 151$  and (28)  $41x + 42y = 157$

(29)  $42x + 43y = 163$  and (30)  $44x + 45y = 169$

(31)  $45x + 46y = 175$  and (32)  $47x + 48y = 181$

(33)  $48x + 49y = 187$  and (34)  $50x + 51y = 193$

(35)  $51x + 52y = 199$  and (36)  $53x + 54y = 205$

(37)  $54x + 55y = 211$  and (38)  $56x + 57y = 217$

(39)  $57x + 58y = 223$  and (40)  $59x + 60y = 229$

(41)  $60x + 61y = 235$  and (42)  $62x + 63y = 241$

(43)  $63x + 64y = 247$  and (44)  $65x + 66y = 253$

(45)  $66x + 67y = 259$  and (46)  $68x + 69y = 265$

(47)  $69x + 70y = 271$  and (48)  $71x + 72y = 277$

(49)  $72x + 73y = 283$  and (50)  $74x + 75y = 289$

(51)  $75x + 76y = 295$  and (52)  $77x + 78y = 301$

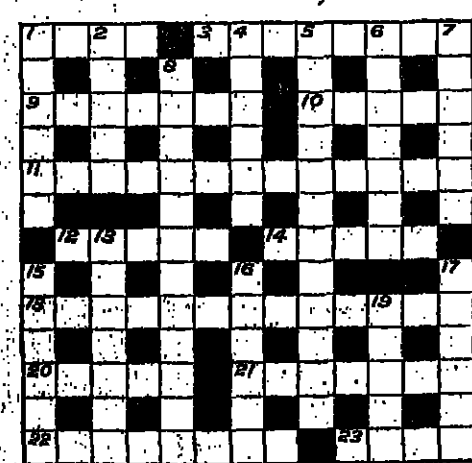
(53)  $78x + 79y = 307$  and (54)  $80x + 81y = 313$

(55)  $81x + 82y = 319$  and (56)  $83x + 84y = 325$

(57)  $84x + 85y = 331$  and (58)  $86x + 87y = 337$

(59)  $87x + 88y = 343$  and (60)  $89x + 90y = 349$

## Crossword No 1,201



Across

- 1 The "padding" fish that no doubt got away (4).
- 2 What is needed inside a hat (8).
- 3 Nautically, here is the child's visual organ (7).
- 10 It's neat enough as we are aware (5).
- 11 See 9 (3, 6, 4).
- 12 Reversed in a mic-ro (5).
- 14 Eric's land (5).
- 18 The lost that has been found (8, 5).
- 20 It's job is doing good turns (5).
- 21 The ways of such raids are nautical (7).
- 22 Sandalwood? (4).
- 23 Essential ingredient of a good jaw (4).

Down

- 1 Invites descent to the warehouse (6).

2 Old fete for war force (5).

4 Way to do coming-out (6).

5 The cutter's zig (5, 8).

6 The man who lost the tenth wicket (7).

7 The unforgiving one should be with running (6).

8: 11 Warning that final act will be funniest (2, 6, 3, 6, 4).

13 Most are for the true expert (7).

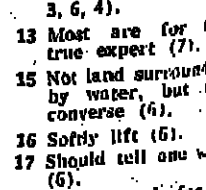
15 Not land surrounded by water, but its converse (6).

16 Softly lift (6).

17 Should tell one who (6).

19 The natural for child to hide a sweet or two (5).

Solution to Puzzle 1,200



## Next week

- Roger Housden on the Rudolf Steiner teacher training college.
- Ken Worpole on the Welsh Miners' Institutes of the 1930s.
- Edward Blishen looks at the life and work of Albert Camus.
- Hugh Montefiore, Bishop of Birmingham, looks at Christian attitudes to homosexuality.

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